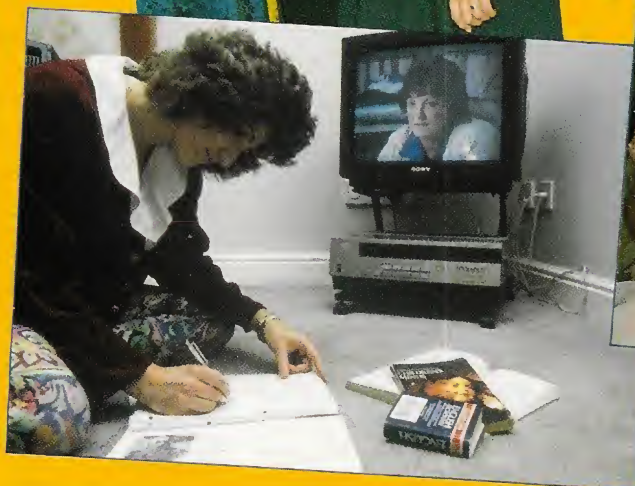
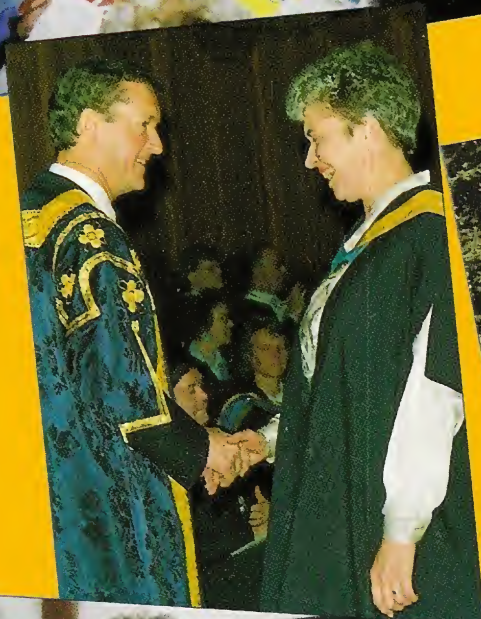
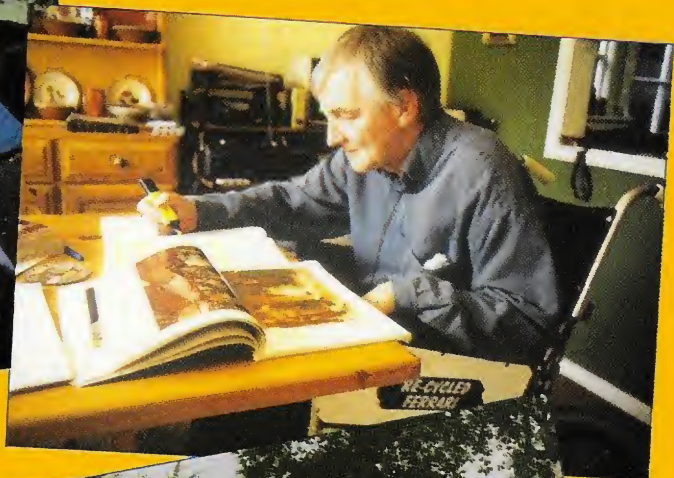


BA AND BSc DEGREES

A guide for applicants who want to begin their studies in February 1995



25 TWENTY FIVE YEARS 25

TWENTY FIVE YEARS



TWENTY FIVE YEARS

25 TWENTY FIVE YEARS 25

During 1994 the Open University is celebrating the 25th anniversary of its foundation.



Changes to regulations

The Open University keeps its activities and programmes of study constantly under review - and inevitably this means that its regulations change from time to time, always with the objective of giving students more choice and flexibility. The most important of recent changes is the introduction, with effect from 1993, of a BSc designation alongside the well-established BA. New regulations are also being introduced to provide greater flexibility in the award of Honours, and to extend the award of credit for previous study. At the time this *Guide* went to press some details of these changes had not been established. Although every effort has been made to ensure accuracy in the information given in the publication, it is subject to later alteration or amendment in the light of policy changes or other constraints. All those applying for a place in 1995 will be kept informed of changes that may affect them.



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BA AND BSc DEGREES

A guide for applicants who want to begin their studies in February 1995

THE APPLICATION PERIOD for admission to the BA and BSc degree programme in February 1995 closes on Friday 30 September 1994. You can apply any time before then, and the earlier you apply, the better your chances of getting a place on the course of your choice.

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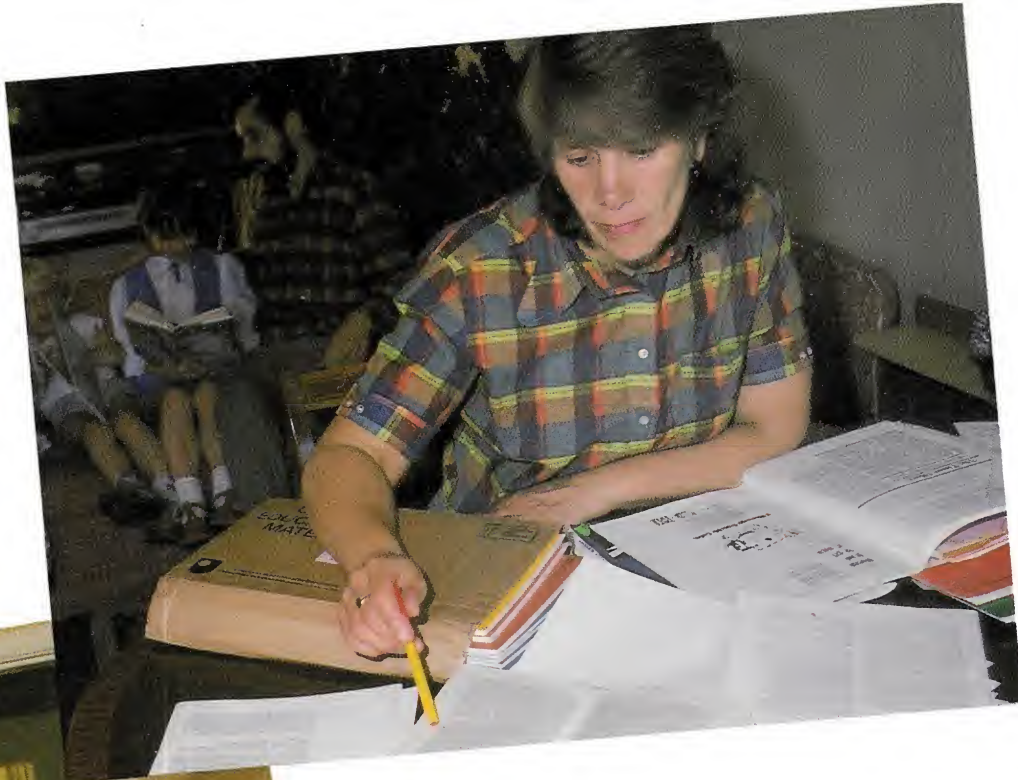
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What we mean by 'open entry'

The Open University is committed to providing equal opportunities for study. We welcome applications from English-speaking people of all nationalities and from any background, regardless of race, gender, sexual orientation, age, occupation, marital status, sensory or physical disability, religious or other beliefs.

We hope this *Guide* will tell you most of the things you need to know, but if you still have questions or need advice, our Enquiry and Admission Services will be pleased to help you. Their addresses and telephone numbers are listed on pages 42-45.



Above: Study at home, in your own time

Left: On some courses you get practical experience with a home kit.

Below: More than 126,000 men and women from every walk of life have earned an Open University degree. If they could do it, so can you!



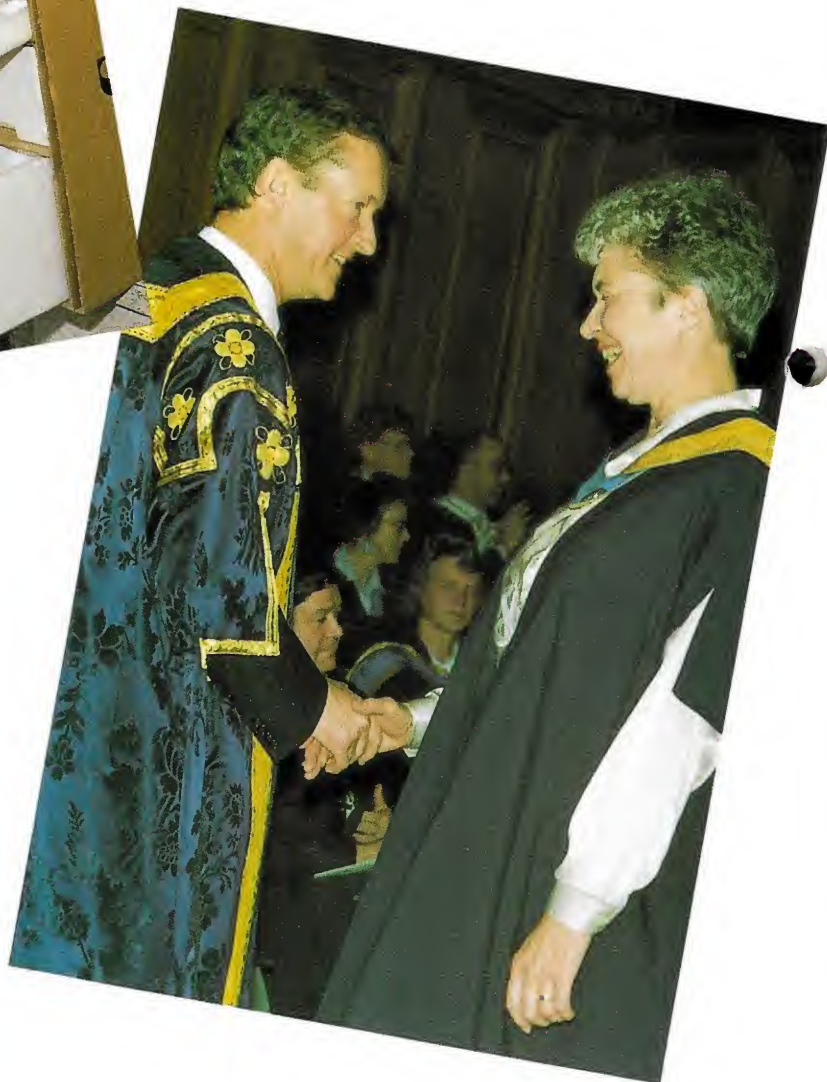
The Open University and Europe

Most Open University courses are now available throughout the European Community, and in some other countries.

As far as possible we try to offer a comparable quality of service throughout all these countries, and the course materials are identical to those used in the UK. However, there are inevitably some differences. Our ability to arrange viable tutorial groups outside the UK depends on the number of students taking a particular course; and television and radio broadcasts are usually replaced by cassette tapes.

There are Enquiry and Admission Services in a number of countries (see page 45) which will be able to offer more information and advice.

Fees are higher for students resident outside the UK, reflecting the greater costs incurred by the University in the provision of courses.



PART ONE

INTRODUCTION TO THE OU

The Open University is one of the great success stories of British education. It is the largest and most innovative university in the United Kingdom, with a world-wide reputation for the quality of its courses and the effectiveness of its teaching methods.

In the two decades since the OU received its Royal Charter more than two million people have studied with it. You may have met some of them. They will tell you not just about the educational benefits, the sheer enjoyment of using their minds more fully – and the hard work involved – but also about such unexpected gains as making new friends, sharing new interests, developing wider horizons, and gaining the sense of confidence that comes from real achievement.

Many of our graduates say there are direct career benefits, too. The best-known aspect of the OU is its undergraduate programme. This has already enabled 120,000 people to earn a degree. Next year more than 30,000 men and women will begin to follow in their footsteps. Perhaps you will be among them?

At residential summer schools science and technology students get the opportunity to use fully-equipped laboratories



WHAT MAKES THE OU SPECIAL?

- ❑ The OU is the university that comes to you. Whether you are in a big city, a small market town, a country village, on a remote farm or even an oil rig, the courses you take will have the same high-quality content and will be taught to the same high standards.
- ❑ The OU is genuinely open. There are no entry qualifications, no admission interviews, no barriers of any kind. If you want to study, we will accept you, as soon as a place is available on the course you choose.
- ❑ OU courses are meticulously researched and carefully constructed for independent learning. But you also receive personal attention and support from our network of tutors and counsellors. Opportunities are provided to meet them and your fellow students in tutorials, self-help groups and residential schools.
- ❑ Our foundation courses are designed to meet the needs of adults who may not have studied for some time or who have few previous qualifications.
- ❑ Higher level courses are as intellectually demanding as those of any other university – but we still take great care to ensure the effectiveness of our teaching methods.
- ❑ The OU is flexible. You can tailor your studies to fit in with the rest of your life. You don't need to take time off work or give up your social life completely.
- ❑ Despite the scale of its operations, the OU has become a friendly community of like-minded people. Sharing common interests is a great way to break the ice!



More than two million people have studied with the Open University since it began teaching in 1972. You probably know some of them!

SOME BASIC QUESTIONS – AND ANSWERS – ABOUT BA AND BSc STUDY

What entry qualifications do I need?

None. The OU is open to every adult aged 18+ living in the European Community (and some other countries). You don't need A levels, Scottish Highers, the Abitur, a Baccalaureat, or anything else. Thousands of our graduates began their studies with no previous qualifications.

Do I get credit for previous study?

Previous successful study at higher education level can usually be counted towards your OU degree.

What subjects can I take?

In your first year you have a choice of foundation courses. After that there are more than 130 different courses covering subjects in science and technology, the arts, mathematics, education and the social sciences. You can combine whatever subjects most interest you.

Will I get a BA or a BSc?

That depends on the courses you study. Broadly speaking, courses in the humanities lead to a BA (Bachelor of Arts), those in science and technology to a BSc (Bachelor of Sciences).

Where will I study?

Mainly at home, from the texts and other material we send you, and from radio and television broadcasts or tapes. You will be in regular contact with a personal tutor, and in your first year there will be a one-week residential summer school.

Will I meet other students?

Yes. Local tutorial groups are organised wherever numbers allow. Many students also get together as self-help groups in each other's homes, the local library, or a pub. At the residential school you'll join in activities with other students taking the same course.

It's a long time since I studied – shall I cope?

Our foundation courses are designed to ease you back into academic study as well as introduce the various subjects. They assume little previous knowledge or skill, other than the ability to read and write English reasonably fluently, and to do straightforward mathematical calculations. If you think you might have difficulty with either, you should seek advice from our Regional Enquiry and Admission staff.

Will my degree be recognized?

An OU degree is equal in academic standard to that of any other UK university. It provides evidence of your intellectual ability as well as showing that you have acquired knowledge and skills in specific subjects. An OU degree can form part of the entry qualifications for certain professions – such as psychology, computing,

some kinds of engineering. Like all degrees, however, it will not qualify you for any particular job.

Do I have to complete a whole degree?

No. Some students find they have learned what they need by completing just a few courses (and soon there will be the option of one of the new undergraduate diplomas). Others choose to continue their degree studies elsewhere, using their OU credits to get a flying start. You can also take a break of any length between courses.

How much time will I need to spend on study?

Most students find they need on average between twelve and fifteen hours a week for a foundation course. That lasts for nine months of the year, from February to October.

How long does it take to get a degree?

If you are starting from scratch, the shortest possible time is three years, but that would mean studying the equivalent of two full courses every year – 24 to 30 hours a week. It would be very much like being a full-time undergraduate. Most OU students spread the workload over five or six years.

Can I try out OU study to see if I like it?

We think it's important that you do! That's why we currently require nearly all new undergraduates, however well qualified they may be, to start with a foundation course. On these you get a preparatory pack in the Autumn, followed by your first two to three months on the course at an initial tuition fee, in 1994 prices, of £136 (£350 for students living outside the UK). If you decide the OU is not for you, that's all you have to pay.

How much will it cost if I go ahead?

Your first year's study, including a residential school and allowing for books, materials, travel, postage etc, will probably cost a total of about £500 in 1994 prices (about £950 for students living outside the UK). In later years, when you may not have a residential school, tuition fees alone would be £268 for a full course (or £700 outside the UK). Most OU fees can be paid by monthly instalments.

Can I get any help with fees?

In the UK there are various possibilities. Local education authorities may contribute something towards OU fees. Employers may assist with job-related study costs. For UK residents who are unemployed or on a low income, there are limited financial awards available from the OU itself for which you can apply. Elsewhere in Europe the possibility of financial help should be explored locally.

GIVE ME ONE GOOD REASON...

Everyone has their own reasons for undertaking study in adult life. You'll probably recognise some of your own among these comments from Open University students.



Susan Smalley (34), a ward sister from Merseyside

“ I became a student nurse after leaving school but gave up my training because I didn't think I could pass my exams. I then worked for five years as a forecourt assistant in a petrol station. I joined the OU to improve my job prospects and my self-esteem. My OU studies gave me the confidence to go back into nursing and I am now a ward sister. ”

Allan Brown (38), senior telecommunications officer from Livingston

“ I took my OU degree specialising in electronics and technology courses with the specific aim of getting promotion – and it paid off. I was already trained in communications but it's the sort of field that is constantly changing. I'd recommend the OU to anyone who wants to keep abreast of developments in their specialist fields. ”

Yvonne d'Aguilar (35), senior probation officer from Hornchurch

“ After working as a secretary for 12 years, I decided that I wanted to work with people rather than paper. I started with the social sciences foundation course, which I used to gain entry to a Certificate of Qualification in Social Work course at Middlesex Polytechnic (now University). My OU studies have been useful in my work and have demonstrated both my motivation and commitment – helpful criteria for promotion! I also believe that my OU degree makes a statement about my academic ability as a black woman. ”



Nick Yates (31), computer programmer from Orpington

“ I started my OU studies on the international badminton circuit when I played for England. Although I began just out of interest, I soon saw my studies as a way of formalising and extending my knowledge of computers. Without my degree, I would not have got the interview for my present job. I am currently working on a software command system to be used in Royal Navy frigates. ”

Hazel Gallogly (47), managing director from York

“ I left school at 17 to become a secretary and was working at board level before giving up my job to have a baby. Seven years and another child later, I returned to work but found my role far less demanding. I joined the OU so I wouldn't have to do routine work for the rest of my life. The fact that I was studying impressed the interview panel for my first career job – as a regional manager for the National Association for the Resettlement of Offenders. I am now managing director of Beverley Work Bridge, where I am leading a drive to motivate and encourage women returners. ”

Yat Ming Lai, bilingual secretary from Brussels



“ I am a happy OU science graduate in my twenties. Prior to discovering the OU in Wales, I had dropped out of a university language degree course and I was drifting from one job to another. Fortunately, the OU opened up for me a wide range of opportunities – in a different subject area – and it gave me the opportunity to regain my self-esteem and self-confidence. I feel my enhanced personal characteristics have helped me in my new career as a bilingual secretary working abroad in Belgium. However, the OU has taught me that the learning process continues throughout life and so I am embarking upon a second OU degree in social sciences. ”

Basil White (70), retired from County Down

“ I began studying with the Open University in 1987. There were three reasons: first, I was bored with retirement; second, I looked on the course as a challenge, wondering if I could do it at my age and, third, I wanted to learn more. In all these areas my expectations were fulfilled. Each day has been full and, though I look forward to the break between October and February each year, I find myself longing for the arrival of the new units. I hope to use what I have learned in some research and writing. ”



Sally Adamson from Winchester

“ I have a number of reasons for being more than grateful to the OU. As a physiotherapist who became confined to a wheelchair because of multiple sclerosis, my OU studies gave me the skills and confidence to remain fully employed for six years longer than would otherwise have been possible. When I finally did have to accept early retirement, I needed just one more credit to achieve a degree. This inspired me to continue, and left me little time to brood on the fact that I could no longer go out without help. There are many ways in which the OU makes it possible for disabled people to cope with what may seem insurmountable problems. For example, I was offered audio tapes of the study units when my eyes were particularly troublesome, home tutorials when I was unable to attend the local study centre and, to overcome my problems with writing, I was allowed to take the exams at home, have a rest break and type the answers. Moreover, although attendance at the residential schools might have been thought impossible (and I could have been excused), the advice, help and range of equipment offered encouraged me to go on four occasions – all enjoyable, stimulating and unforgettable experiences. ”



Why do you want to study?

Being aware of your own motives will help you make the best decision about what and how to study.

What are **your** reasons for wanting to study?

- | | |
|---|--|
| <input type="checkbox"/> To get promotion | <input type="checkbox"/> To keep my brain alive |
| <input type="checkbox"/> To do my present job better | <input type="checkbox"/> To do something useful with my spare time |
| <input type="checkbox"/> To get a different job | <input type="checkbox"/> To improve my self-confidence |
| <input type="checkbox"/> To prepare for returning to work | <input type="checkbox"/> Because I missed out on education |
| <input type="checkbox"/> To get a qualification | <input type="checkbox"/> For pure enjoyment |
| <input type="checkbox"/> To get professional recognition | <input type="checkbox"/> To meet new people |
| <input type="checkbox"/> To pursue a particular interest | <input type="checkbox"/> For a challenge |
| <input type="checkbox"/> To prove that I can do it | <input type="checkbox"/> Other reasons |

It's likely that you have ticked several points. Here are three main groups of reasons, with suggestions you might like to follow up:

Career and qualifications: If this is your main motivation you could ask your local careers officer for advice or talk to your present or potential employer. There is a booklet, *Career Development with the Open University*, which you can get from any of our Enquiry and Admission Services, and an OU study pack, *A Portfolio Approach to Personal and Career Development* (see page 40). If professional recognition is important, make sure you know the requirements of the appropriate professional body.

Pursuing particular interests: You can get a broad picture of subjects taught by the OU from pages 24-31 of this *Guide*. For more detailed information on particular courses contact any of our Enquiry Services.

You can look at copies of course material at a Regional Centre. Your local library should be able to tell you about other courses available in your area.

Personal development: Perhaps the most important advice here is to make sure you know what is involved. If you know someone who has already studied with the OU they will be able to tell you what it is like.

Remember that our Enquiry and Admission Services have been set up to help and advise you on all aspects of study. They will be pleased to hear from you.



PART TWO

THE OU WAY OF STUDY

Open University degree courses come to you in your own home. Each one is a carefully-structured combination of materials and media: the components may include books, television and radio programmes, kits of equipment for practical experiments, computing, audio-visual aids. All this is supported by personal tuition and counselling.

This 'multi-media' system is what has made OU teaching so successful.

Because the OU is known as a 'distance teaching university' you may have a mental picture of its students working in complete isolation at home. There is indeed some of that involved, but in reality a great deal of personal contact and support is available if you want it.

The main elements in most of our courses are as follows:

Learning materials

At the heart of the course is a series of specially-written printed textbooks or workbooks arranged in 'units' or 'blocks' of study. They will be posted to you in batches throughout the nine months of the course, along with other printed materials, assignments, broadcast notes and audio-visual material.

On some courses you will need to buy a few recommended books – usually costing no more than £65 in total, often much less.

A number of OU courses call for the use of a computer. You may already have access to a suitable model (see page 20), and in the UK the University operates a rental scheme. If you need to buy a computer, the cost will be about £600 (in 1994 prices).

Some science and technology courses provide free kits of equipment to carry out home experiments. (These may not be available outside the UK because of import restrictions.)

Broadcasts

Many courses have regular television and radio programmes, transmitted on national BBC networks in the UK and available on cassette tapes elsewhere.

These programmes considerably enrich your study experience. They demonstrate large-scale experiments or follow real life situations; they enable you to see remote places and events, listen to leading experts and follow academic debates.

Your tutor-counsellor

Before your course begins you will be put in touch with a personal tutor-counsellor, who will advise you on preparation before the course starts. During the course your tutor-counsellor will arrange a programme of optional tutorial sessions at a local study centre, give you regular guidance on your work by correspondence, and be available for help on the telephone. He or she will also help you plan your future studies.

You meet other students and your tutor at a local study centre.



Study centres and tutorials

Some 250 study centres (see pages 42-45) are located in colleges, schools, libraries and community centres throughout the UK. There are also some study centres in the Republic of Ireland and in mainland Europe. If you can attend a study centre you will be able to meet your tutor-counsellor and other students for regular face-to-face sessions.

Self-help groups

Many students, with their tutor-counsellor's encouragement, find it is beneficial to get together informally with others taking the same course, meeting in their own homes or in a local library or pub. Discussing your next assignment with fellow students is a good way of clearing your thoughts and getting new insights.

Residential schools

On all foundation courses, and some others at higher level, you will join with other students for a one-week residential school. These take place during the summer at another university's campus, and provide an intensive period of tutorials, seminars, workshops, and practical experience. There's more about residential schools in the panel alongside.

Assessment

Throughout the year you are expected to undertake 'assignments' – essays, multiple-choice questions, write-ups of experiments and so on. These are usually marked by your own tutor, who will comment constructively on your work. Some assignments are designed to be marked by computer, but even with these feedback is usually provided.

The marks you are awarded for these assignments count towards your course result. As they build up you can measure your own progress; this 'continuous assessment' greatly helps to increase your confidence as you approach –

– the exam

At the end of each course you sit a three-hour exam. The result of this and your continuous assessment grades determine your final course result.

Attending residential schools

On many OU courses you will join other students for a week at a residential summer school. These take place on the campuses of other UK universities during their long vacation (ie July to September). We try wherever possible to meet any preference you express for a particular location and date.

Residential schools contribute to your learning experience in several ways:

- ☐ They provide a concentrated period of study, free from other pressures and the normal distractions of jobs and domestic responsibilities;
- ☐ They bring you into contact with other students following the same course, with specialist tutors, and with our own academic staff;
- ☐ They provide opportunities to carry out essential field and laboratory work; and to practise exam techniques.

Accommodation at residential schools is simple but adequate. You have your own study bedroom, and there is usually a communal kitchen where you can make hot drinks. Breakfast, lunch and dinner are provided in the main university restaurants.

Each day at residential school is taken up with tutorials, seminars, workshops and practical activities. In the evenings there are also optional lectures, film shows, music and social events. And, best of all, the week provides ample opportunity to talk to other students, sharing and solving common problems. It's a crowded few days, and it can be tiring, but most people find their residential school stimulating and worthwhile. For many, it's where things start to fall into place.

All foundation courses include a residential school, so you should be prepared to go to

one in your first year with the OU. Some of the higher level courses you will take in subsequent years have residential schools, others don't.

If you cannot attend residential school

Residential schools are an integral part of the course. When you finally register on a course with a residential school you accept the obligation to attend and to pay the residential school fee. This applies to students living outside the UK as well as to UK residents.

However, we recognise that some people cannot attend for good reason—for example:

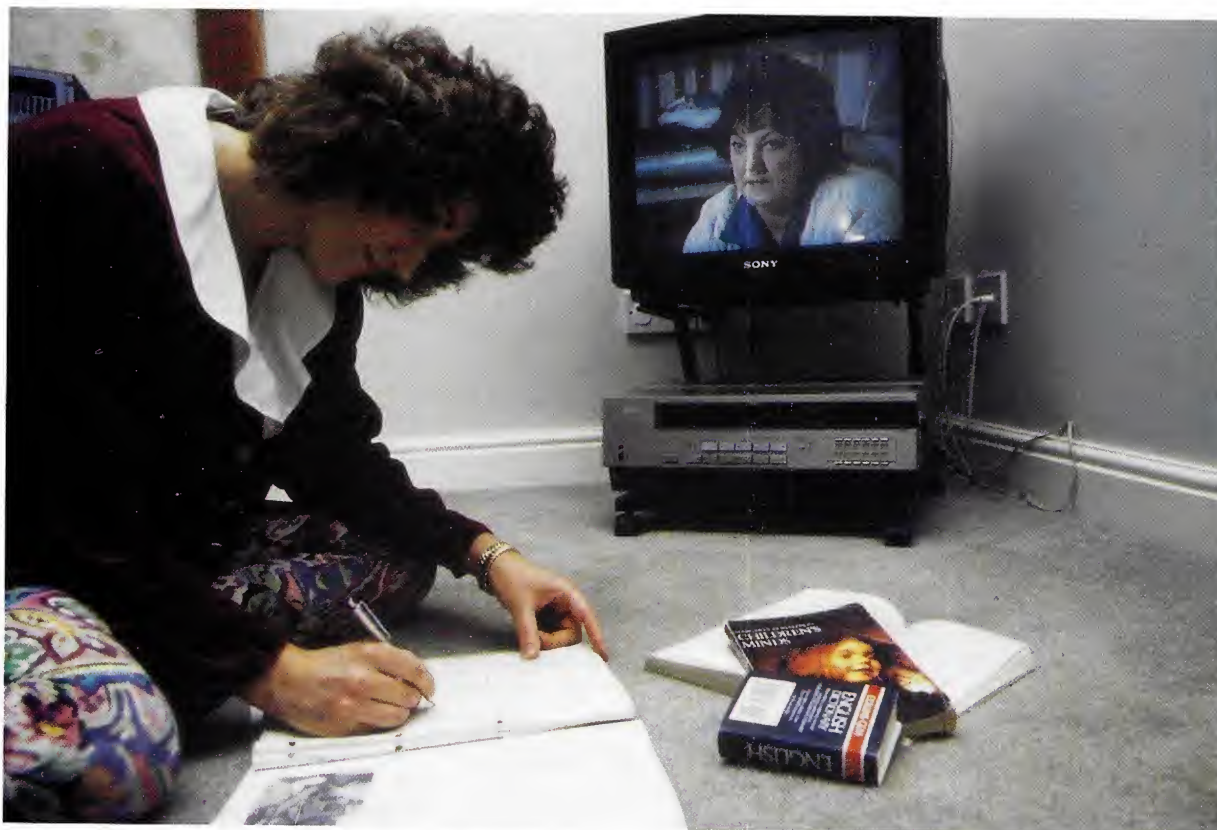
- ☐ Serious illness or disability of the student or dependant.
- ☐ Care of dependent relatives or children where no alternative arrangements can be made.
- ☐ Close family bereavement.
- ☐ Difficult or advanced pregnancy.
- ☐ Inability to obtain leave from work (or to find a locum if you are self-employed).
- ☐ Students temporarily overseas (e.g. seafarers, business people who did not know they would be sent overseas when they registered).

In such circumstances you will be excused from attending.

Documentary evidence is usually required before excusal can be arranged. Providing that you obtain excusal in good time you will not normally have to pay the residential school fee. If you think you may need excusal you should consult your Enquiry and Admission Service before applying.



Lunch break at an Open University residential school.



Open University television programmes add another dimension to your studies.

Regional Centres

Thirteen Regional Centres oversee the work of our 6,700 tutors and counsellors, and link them with groups of students both in the UK and the rest of Europe. Regional staff are responsible for study centres, introductory meetings, and tutorials. They join with their colleagues at the Walton Hall headquarters in organising day schools, residential schools and exams.

Each Regional Centre runs its own Enquiry and Admission Service which will answer your queries by phone, by letter, or in person (by appointment). If you want more information, need advice, or would find it helpful to discuss your study plans with someone, either before or after you apply, contact your nearest Enquiry Service. Addresses are given on pages 42-45.

What you need

Open University study is not easy. We do everything we can to make our courses accessible, well-structured and satisfying, and we are committed to supporting our students and helping them to do well. But you will need to make a commitment too, and you should not underestimate the hard work or the amount of time that is involved.

The essential qualities you need to make a success of OU study, other than the obvious requirement of a certain level of intellectual ability, are will-power and perseverance.

If you live with other people, their support and understanding is important.

You will be spending twelve to fifteen hours every week on your course, and those who share your life should recognize that this time will be precious to you.

Finding a quiet place to study should be a high priority. A corner of the kitchen table is fine if you can arrange not to be interrupted; a spare room would be even better. Alternatively you may find that you can use a local library or a room at work.

Course ratings

Courses in the undergraduate programme are given a credit rating expressed in CATS points – the Credit Accumulation and Transfer Scheme used by most universities in England and Wales. (Similar schemes are used in Scotland and other European countries.)

A 'full' OU course requiring twelve to fifteen hours study each week over the period from February to October is rated at 60 CATS points. A 'half' course calls for six to eight hours a week, and these are rated at 30 points. All current courses are rated as either 30 points or 60 points, but the University may introduce new courses with other points values in the future.

Courses are also graded by the level of difficulty. Foundation courses and some other introductory courses are Level 1, and there are many courses at Level 2. For an Honours degree (see page 16) you will need to go on to the more advanced Level 3 courses.

Choosing courses

You can put together the kind of degree that best suits your interests and needs. Some people concentrate their studies on one well-defined area: for example, history, mathematics, earth sciences, electronics, systems, psychology. However, you do not need to restrict yourself to a narrow range: if you want to combine computing and music, for example, there is nothing to stop you.

There are a few commonsense regulations and suggestions – for example, you would not be allowed to count two courses with overlapping content in the same degree; and you are strongly advised to study some subjects at Level 2 before moving on to Level 3.

What sort of degree?

You don't have to decide the content and structure of your degree at the outset. Your interests may change as a result of your studies, and therefore you are only asked to choose courses one year at a time.

For that reason, you are not registered specifically for a BA (Bachelor of Arts) or a BSc (Bachelor of Sciences). Which award you get depends on the courses you study. The rules are very straightforward, and leave you plenty of choice.

If you follow mainly Arts courses, you are likely to qualify for a BA. If you take mainly Science and Technology courses, you will be heading for a BSc. Many courses from Mathematics,

Education, and Social Sciences – and some from Technology – can equally well form part of either a BA or a BSc. If you include many of these in your degree, or if you take equal numbers of arts and science courses, you will be asked on completion of your degree to say which designation you prefer.

The list of current courses on pages 32–33 is coded to show which award each counts towards. It also gives their points value and level.

Taking a break

Having passed your first course you can take a year or more off, as and when you wish, without losing your place as a registered student.

There are many good reasons why people who become OU undergraduates may want a break: moving house, having a baby, changing jobs. You can resume your studies when you are ready to do so. You don't lose any of the credits or points you have earned and you don't have to apply again from scratch.

Credit for previous study

If you have already successfully completed courses of study at higher educational level – that is, **above** 'A' level, Scottish Highers or the equivalent – you can usually count them towards your OU degree. If you have sufficient credit to transfer, you may be able to move straight to second-level study without the need to take a foundation course.

However, the skills and disciplines of distance-learning have to be acquired, and that is one of the objects of our foundation courses. For that reason we advise most students to start with a foundation course, even if they are already familiar with the subject matter.

More details about credit transfer are given on page 35.

If you have a disability

OU study is particularly suitable for many people with physical or sensory impairment, who may find it difficult to take courses elsewhere. At present the OU has about four thousand students with a disability of some kind.

We try to help such students overcome any study problems they may have – which is why we ask anyone with a disability to identify themselves on the application form. We also give priority admission to people with disabilities in certain circumstances.

We can offer information and advice on course choice; an optional weekend residential course on study skills for students with visual or hearing difficulties; course material on tape cassettes; transcripts of broadcasts; a twice-yearly newsletter; loan of specialist equipment, where appropriate; and special facilities at residential school. If necessary you can be accompanied by a personal helper, whose attendance is free. You may be considered for excusal from residential school on grounds of disability.

To find out more contact any of our Enquiry and Admission Services, who will be happy to discuss your particular needs.

This *Guide* is available on audio tape for visually impaired applicants, from:

The Office for Students with
Disabilities
PO Box 79
The Open University
Milton Keynes MK7 6AR

Student activities

Many students like to enjoy each other's company socially and share common interests, so most study centres have a branch of the Open University Students Association – OUSA. Depending on the level of support, these branches may organize local meetings and events of various kinds.

In addition OUSA has a more formal role in representing student opinion to the University, by sending delegates to all the major OU committees. All students become members of OUSA unless they choose to opt out. No subscription is levied.

The University publishes its own newspaper, *Sesame*, which keeps students and staff up to date with events and enables them to join in debate about current issues. Regular radio and television magazine programmes called *Open Forum* have a similar purpose.

Many people with disabilities find that the OU offers an ideal way to study





OU study combines printed texts, broadcasts, audio-visual materials and face-to-face tuition



flow, there must be an e.m.f. between the electrodes, which we measure with the cell open-circuited. As SAQ 11 showed, the e.m.f. of a battery depends on the equilibrium concentrations of the reactants at the electrodes. Here it is only the concentrations of oxygen in the two atmospheres which are significantly different. The oxygen pressure difference is what decides the e.m.f. If one side is a standard oxygen pressure (partial pressure of oxygen in air is 0.2 atmosphere) the e.m.f. becomes a measure of the other oxygen partial pressure.

To get nearer to a practical device we must first know how to make a solid electrolyte in which conduction is entirely by oxygen-ion transport, the oxygen gas pressures. **Designing an oxygen-ion electrolyte** takes up this matter.

Then there are a couple of other important questions to investigate:

- How does the e.m.f. vary with the equilibrium positions of the reactions at each electrode?
- What controls the rates of the electrode reactions, and hence response time of the device?

Let's consider these in turn.

Designing an oxygen-ion electrolyte

As electrolytes must be a good conductor, in Chapter 1 we saw several ways in which materials can be made to conduct. We shall now consider the conductivity of ionic materials. What substances do you think would be good conductors of oxygen ions in an air, and might be used in a cell?

Most of the materials which are good conductors of oxygen ions are oxides. A classic example is zirconia, ZrO_2 , which is a good conductor of oxygen ions. It is used in the solid electrolyte of the oxygen pump, which is a device for measuring the partial pressure of oxygen in a gas mixture.

What is the mechanism of oxygen-ion conduction in zirconia? It is a solid ionic conductor, and the oxygen ions move through the lattice. The mechanism is not simple, but it is related to the presence of oxygen vacancies in the lattice. These vacancies are created by the loss of oxygen atoms from the lattice, and they provide a path for the oxygen ions to move through the material.

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CHAPTER 5

HYDROTHERMAL CIRCULATION IN OCEANIC CRUST

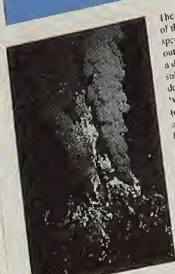


Figure 5.1 A black smoker in the mid-ocean ridge. The mineral-rich fluid is emitted from the seafloor at temperatures of about 350°C.

The discovery of hot springs on the ocean floor during the 1970s was one of the most exciting events in the history of oceanography. The most spectacular were the 'black smokers' (Figure 5.1) which had water bubbling out of the seafloor at temperatures of 350°C. The 'smoke' is a dense plume of black 'smoke' made up of minute particles of metal sulphides. At lower temperatures (200–300°C), the 'smoke' is a lighter color, and is made up of minute particles of metal sulphides. These vents are found in the mid-ocean ridges, where new oceanic crust is formed. The vents are thought to be the result of hydrothermal circulation, a process in which seawater is heated by magma and then rises back to the seafloor, carrying with it dissolved minerals.



Figure 5.2 Tube worms are a major part of the hydrothermal vent ecosystem. They are thought to be the result of hydrothermal circulation, a process in which seawater is heated by magma and then rises back to the seafloor, carrying with it dissolved minerals.



Figure 5.3 Ocean activity in Iceland. Hot water and steam rise from the seafloor, creating a hydrothermal vent.

mid-1960s, the occurrence of hydrothermal systems in volcanic arcs on land led to the proposition that similar systems should also be found along the oceanic ridge system, which had recently been recognized as a zone of active volcanism. The first springs and geysers of Iceland (Figure 5.3), which straddle the Mid-Atlantic Ridge (Figure 5.2), provided obvious and highly visible evidence that hydrothermal activity could indeed occur at ridge crests. At about the same time, chemical analyses of samples of the most recently deposited sediments on the seafloor revealed a systematic increase in the concentration of iron, manganese and some other metals (e.g. Ag, Cu, Pb, Zn) towards the ridge crests (Figure 5.4). It was clear that a local source must be responsible for this pattern, and hot spring activity at ridge crests provided the best explanation for the observed trends.

Further support came from samples of basaltic rocks dredged from ridge crests, many of which show clear evidence of alteration and metamorphism by reaction with hot seawater. Studies of ophiolite complexes and their associated ore deposits confirmed that large volumes of seawater can penetrate more than 5 km into oceanic crust and circulate within it at high temperatures.

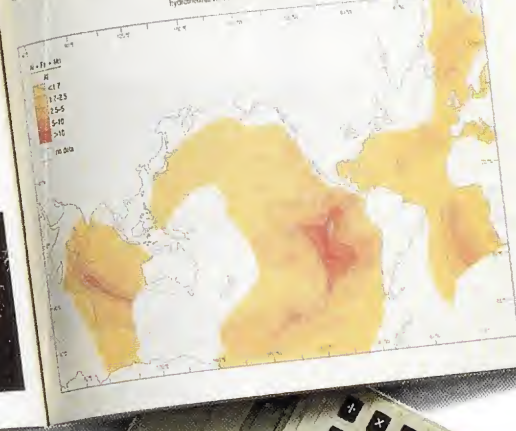


Figure 5.4 A map of the Atlantic Ocean showing the distribution of hydrothermal vents. The vents are concentrated along the Mid-Atlantic Ridge and other oceanic ridges.

PLANNING YOUR TIME

Only you can decide how much time you are prepared to devote to study. That in turn will influence how you plan your degree over the next few years. Every student develops his or her own pattern. Some of us are at our best early in the morning, others late at night. Some like to settle down for long study sessions, others prefer to work in short bursts. One of the great advantages of OU study is that you are free to develop the routine that suits you personally. Below are some comments from present and former students on how they find the time. You may like to compare these with your own ideas. Just remember – there is only one ‘right’ way to study, and that is the one that suits you best!

How will you find the time?

Try keeping a diary for a week or two, working out where you might find time for study. This will help you to see what adjustments you might make to your present activities.

More than one course?

If you are thinking of applying for two foundation courses in your first year, or for one foundation course and one of the maths courses described on page 22, ask yourself:

- ☐ Do I really have up to 30 hours available for study every week for nine months?
- ☐ Can I fit in two separate weeks of summer school, possibly at different places? Two lots of tutorials? Two sets of assignments, two exams?
- ☐ Does my long-term plan really demand study at this pace?

Few people can honestly answer ‘yes’ to all these questions, which is why in general we advise applicants to settle for one foundation course in their first year. You can step up your pace in future years by taking more than one course, once you are familiar with OU study.

Annual workload

Each year after your first you can take courses with credit ratings ranging between a minimum of 30 points and a maximum of 120 points. The various options are as follows:

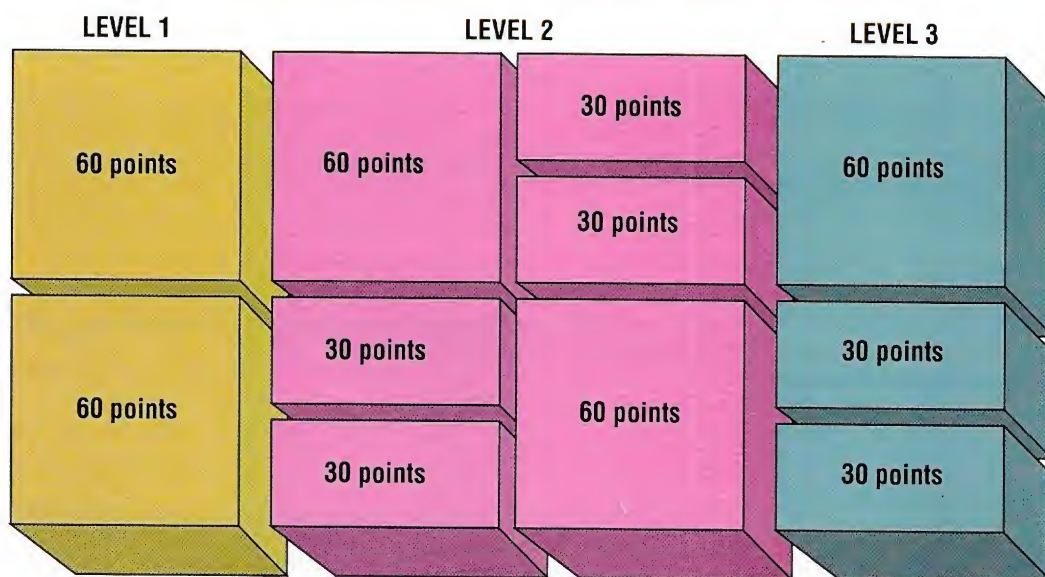
One 30-point course	6-8 hours
Two 30-point courses or one 60-point course Total 60 points	12-15 hours
One 60-point course plus a 30-point course or three 30-point courses Total 90 points	18-24 hours
Two 60-point courses or one 60-point course and two 30-point courses or four 30-point courses Total 120 points	24-30 hours

Note that the points referred to in this table and elsewhere in this brochure relate to the Credit Accumulation and Transfer Scheme (CATS) widely used as a ‘currency’ by most universities and other higher education institutions in England and Wales when students want to move between courses or institutions. There are related schemes in Scotland and other parts of Europe.

How some students find the time

- “ I get up at 6am and do an hour or so before the rest of the family appears. ”
- “ Sunday is my main study day. I need a long stretch of time when I’m writing an assignment. The family know not to disturb me. ”
- “ Once I’ve got my youngest to playgroup I get out my books. It means ignoring the housework, but I just fit that in as and when. Even if the house isn’t sparkling, I’m a lot more fulfilled! ”

PLANNING YOUR DEGREE



Start with one or two foundation courses. You can count two foundation courses in a BA or BSc, but if you want Honours, only one will count.

Go on to higher level courses – which may be worth 30 or 60 points. You need 360 points for a BA or BSc, made up of any combination of 30-point and 60-point courses.

If you earn 120 points at Level 3 you will be eligible for Honours. You can achieve this within a total of 360 points providing you count only 60 points from foundation courses. You can continue up to a maximum of 480 points.

All undergraduate courses are currently rated as either 60 points or 30 points.

For a BA or BSc degree you need to accumulate a total of 360 points. You can go on to study up to a maximum of 480 points before accepting an Honours degree.

How many years will this take? That depends on how many courses you take each year, and how much credit for previous study you count towards your degree. Bear in mind that –

- ☐ A 60-point course involves about 12-15 hours of study a week.
- ☐ A 30-point course takes about 6-8 hours a week.
- ☐ Your degree can be made up of any combination of courses.
- ☐ If you have successfully completed degree-level work elsewhere, you can apply for this to be counted towards your OU degree.

You may be able to get an OU degree in as little as two years if you can transfer in sufficient credit from

elsewhere. More usually students take three to five years to achieve a first degree and four to eight years for an Honours degree.

Foundation courses

We currently require all entrants to the undergraduate programme to start with one of the foundation courses described on pages 18-23, as an introduction to the techniques and disciplines of distance-learning and to the main subjects or disciplines you will be studying later on.

You have a choice of five 60-point foundation courses. In addition there are two 30-point mathematics courses, either of which may be taken as an alternative to the full maths foundation course.

Note that the science foundation course is at present not available in some countries outside the UK because of import restrictions on chemicals in the home experiment kit.

- “ I read and make notes on the train to and from work. That’s an hour and a half a day that would otherwise be wasted. ”
- “ Working shifts, I do a lot of my studying at odd times – but it can be very peaceful in the middle of the night, with no one else around. ”
- “ It’s a discipline I’ve imposed on myself – not much TV or light reading in the week. I count on doing two hours’ study most evenings. But I try to keep one day at the weekend clear for entertaining and relaxation. ”

Choosing further courses

Having passed a foundation course you have 60 points towards your degree. You need another 300 points for a BA or BSc degree.

You can opt to do one more foundation course if you wish. This will count another 60 points towards an ordinary BA or BSc, but it will not count if you are aiming to achieve an Honours degree in the shortest possible time. You can also choose from about 130 other courses at second and third level.

Each year you will be sent details of all the courses currently available to undergraduates, with advice on how to choose. If you need further help and information you can attend meetings arranged at our Regional Centres and study centres where you can discuss courses with members of our staff, with tutors, and with other students.

'Coherent' degrees

As you build up your degree, you will need to think about such things as its 'coherence' – that is, the way the different subjects relate to each other.

If you are studying purely for your own satisfaction, 'coherence' may not matter very much, and your



*Above, an Open University graduation ceremony.
Below, the OU's 100,000th graduate, engineer Brenda Tombs, with other students.*



choice of course will depend mainly on your personal interests. On the other hand, if you are aiming for career progress you will need to consider the requirements of employers, and perhaps of professional bodies. We provide information leaflets about the vocational implications of study.

The illustrative examples of degree profiles given on page 17 show you how some students put together their degrees. The main academic areas describe how their courses relate to each other on pages 24-31. As your studies progress you will develop your own ideas about the combination of courses that is best for you.

Bachelors' degrees and Honours degrees

When you have obtained 360 points you qualify for the award of a BA or a BSc degree. Which it is will depend on whether the majority of your credits are arts-based or science/technology-based. Many of our courses can count for either award, and if there is no clear bias to one or the other, you will be asked which designation you prefer.

If you are aiming for an ordinary BA or BSc you may choose all your courses from Levels 1 and 2. Your degree can include between 60 and 120 points from foundation courses, with the remaining 240 to 300 points from other courses.

The award of a degree 'with Honours' indicates that the bearer has studied courses at a more advanced level.

You can achieve Honours with a minimum of 360 points, which is equivalent to three years of full-time study. This must include 120 points at Level 3 and you can count no more than 60 points from foundation courses. You can continue studying up to a maximum of 480 points, equivalent to four years full-time study.

Taking more than the minimum

Why might you want to study more courses than the minimum you need for Honours? Well, one simple answer might be that you are enjoying your studies too much to stop!

There are other equally good reasons. You may have decided to take a second foundation course, or more courses at Level 2, to broaden your range of subjects. There is nothing to stop you doing this, but such credits may not count towards your Honours degree or affect its classification.

If you take more courses at advanced level, these will be counted if they improve your classification. That apart, you might want to take such courses to follow a particular subject interest or to meet the requirements of a professional body.

Honours classification

Honours degrees are classified as First Class, Upper Second, Lower Second, or Third Class, depending on the results you achieve. The classification is based mainly on your best results at Level 3, but some Level 2 courses may also be taken into account.

A full explanation of the Honours classification system is given in the *Student Handbook* which will be available to you as a student.

HOW THEY BUILT THEIR DEGREES

Here are some illustrative examples showing how Open University degrees can be tailor-made to suit the needs and interests of individual students.

Martin Williams is a laboratory technician with a company making medical equipment for hospitals. Most of his colleagues are graduates, and he knows that his chances of promotion will be increased if he has an appropriate degree.

Martin already had an engineering HNC which counted as 60 points towards his degree. He began his studies with the *Science Foundation Course*, then went on to the Level 2 course *Biology, Brain and Behaviour*, followed by the Level 3 *Biochemistry and Cell Biology* and the even more specialised *Nuclear Magnetic Resonance Spectroscopy in Chemistry and the Life Sciences*.

To strengthen his knowledge of chemistry he studied the Level 2 course on *Organic Chemistry* and its Level 3 successor, *Organic Chemistry: a Synthesis Approach*.

In parallel, Martin took some technology courses: *Design: Principles and Practice* and *Instrumentation* at Level 2 and *Electronic Materials and Devices* at Level 3.

This qualified Martin for a BSc (Hons), and his excellent grades on his Level 3 courses earned an Upper Second classification. Not only is he now as well qualified as his colleagues, every element of his degree is directly relevant to his work. His employers are impressed, both by the knowledge he has gained and the dedication he has shown over several years of part-time study. He has already been promoted.



Gunjit Rai took an economics degree at one of the former polytechnics some 15 years ago. She subsequently worked as an accountant in industry, but gave up her job to have a family. Now that the children are growing up she is thinking about resuming a career. She would like to teach in a primary school, so her accountancy background will be of little direct use to her.

Her degree would entitle her to 180 points of transferred credit. Gunjit decided to take *Exploring Educational Issues*, which deals with a range of educational topics from a general perspective.

Discussions with OU education specialists helped her to clarify her ambitions, and she has decided not to take all the credit transfer to which she is entitled, but to complete an OU honours degree with courses in mathematics, science and history, the subjects she hopes to teach. She intends to follow this with the OU's part-time *Postgraduate Certificate in Education*.

Gunjit hopes to be a qualified teacher within four years, by which time all her children will be at school. Meanwhile she can combine studying with looking after them, which she says "gives me the best of both worlds."



Deborah Goodchild was until recently a secretary working for a small firm of solicitors. For some time she has been attracted to the idea of social work, but had only a few O-levels from her school days. She had always been reasonably good at maths, and helped her employers with their accounts.

Deborah's starting point was the *Social Sciences Foundation Course*. Feeling the need for more groundwork she went on to take the *Mathematics Foundation Course* which she found hard work but enjoyable – so much so that she followed it up with *Probability and Statistics* and *Statistics in Society*, both at Level 2.

Next she returned to social science subjects with *Understanding Modern Societies* and *Social Problems and Social Welfare*. The following year she took *Crime, Justice and Society*, her first Level 3 course. She was glad to find that all her previous Level 2 work had given her a sound preparation for it.

While taking this course Deborah was applying for jobs in social work, and although she had not yet been awarded a degree, her OU studies were an important factor to her potential employers.

Having passed *Crime, Justice and Society* Deborah faces a dilemma. She is now entitled to a BA or BSc (and she has to make up her mind which designation is most suitable, given her career ambitions). But, with one good pass at Level 3 she is tempted to go on for Honours.

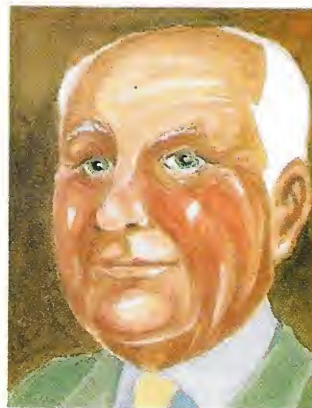


Brian Garfield took early retirement from his job as a supervisor in an engineering factory – but he didn't intend to let his mind stagnate. He signed up for the *Arts Foundation Course* and discovered a whole new world of interests.

The Enlightenment continued this wide-ranging approach, but after that Brian was ready for a sharper focus with *The Rise of Scientific Europe*. As a total change he chose *Art in Fifteenth Century Italy*, which prompted a memorable holiday trip to Florence and Siena.

Brian's son is an active member of Friends of the Earth, and their frequent debates on 'green' issues prompted his next course, *The Environment*. Currently he is studying *Exploring Educational Issues* – yes, his daughter is a teacher.

Brian defends his catholic choice of courses by pointing out that he's only studying to please one person: himself. "I suppose I'm cruising along towards a BA, which is a surprise to everyone, including me, but really it's just the intrinsic interest of the subjects which attracts me. And the new friends I've made!"



PART THREE

COURSES FOR BA AND BSc DEGREES

Foundation courses

In your first year as an undergraduate you will take one of the foundation courses described in this section. You can't move on to higher level courses until you have passed a foundation course. In practice, many students go on to take a second foundation course (the maximum you are allowed) to give themselves the broadest base for their subsequent studies.

All the foundation courses are designed to develop good study habits and general learning skills, as well as to introduce you to particular groups of subjects. So any of the courses described on the next few pages will help you to –

- learn from our system of multi-media correspondence tuition;
- learn from other students, at study centres and in self-help groups;
- organise your time and pace your studies;
- read constructively and critically;
- approach questions analytically and systematically;
- write coherent, well-argued answers and essays.

Developing these learning skills will equip you to move on with confidence to higher level courses in future years.

Which foundation course?

Each foundation course serves as an introduction to the main subject areas or disciplines taught by the faculty (i.e. academic department) which produced it. The current range is as follows:

Arts Foundation Course

Introductions to history, literature, music, art history, and philosophy; and a study of Victorian culture and society which brings all these disciplines together.

For details see page 23

Social Sciences Foundation Course

Interdisciplinary course covering economics, geography, politics, psychology and sociology. It investigates aspects of contemporary life in the UK and sets them in an historical and international context.

For details see page 23

Mathematics Foundation Course

Introductions to mathematical ideas and reasoning in the fields of pure and applied mathematics. This includes an introduction to the techniques of calculus, matrix algebra, modelling, computing and statistics.

For details see page 21

Science Foundation Course

Introduces aspects of physics, Earth sciences, chemistry and biology, enabling you to become involved in

'doing' science and so gain an understanding of how science 'works'. (This course is not available in all European countries at present.)

For details see page 19

Living with Technology

Technology and its impact on our everyday lives; the issues it raises; its benefits and problems. Includes introductions to selected scientific and technological principles, development of basic numeracy and literacy, and step-by-step instruction on how to use a standard business computer.

For details see page 20

Other courses you can take in your first year

There are two 30-point mathematics courses, either of which can serve as an alternative to the maths foundation course. One of these may be taken in your first year alongside one of the other foundation courses, or in a subsequent year. The workload implications of taking both a foundation course and one of these maths courses need to be considered carefully. Seek advice from your Enquiry and Admission Service if you have any doubts.

An Introduction to Calculus

Basic mathematical ideas, techniques and reasoning, calculus, vectors and vector calculus.

For details see page 22

Modelling with Mathematics: an Introduction

Modelling techniques, basic geometry, differentiation and integration, differential equations, applications of modelling.

For details see page 22

A Science Foundation Course

Because of import restrictions on chemicals in the home experiment kit for this course, it is available at present only in the UK, Austria, Belgium, France, Germany, the Netherlands, Luxembourg, Spain, Switzerland and the Republic of Ireland. Check with your Enquiry and Admission Service for the latest information.

This course is designed both for students who do not expect to study science beyond foundation level, and for those who intend to go on to higher level science courses. It will be within your reach even if you have no formal science education – but it is not trivial or superficial. It will present you with a stimulating intellectual challenge even if you already have science qualifications.

S102 introduces, explains and uses many basic concepts of biology, chemistry, Earth sciences and physics. At the end of the course you will know about a wide range of modern scientific theories and be familiar with some of the techniques of experimental work.

The course begins with familiar observations such as the alternation of day and night and the cycle of the seasons, and explains them in terms of simple scientific models of the solar system. This leads to the concept of measurement – as an exercise you will yourself measure the distance between Earth and moon – and to the laws of motion, force, and gravity.

Next the focus is on the Earth itself: its structure and composition, its changing magnetic field, the geological evidence which is used to create theories of its development.

Energy and light provide the starting point for the next section of the course, leading into a detailed investigation of atomic structure and of the chemical changes which produce such diverse substances as salt, sand, water and petrol.

Some complex groupings of molecules have characteristics which lead us to regard them as living organisms, and this becomes the next major subject, leading into an examination of the process of evolution, and to cell structure and function, physiology, human biology and genetics; and to the relationship of individuals with their environment.

The course then turns to inanimate matter on the Earth's surface – rocks and minerals – and an examination of how fossils can be used as evidence of past environments and ancient life forms.

The last part of the course concerns the structure and behaviour of atoms and their constituents. This subtle and fascinating branch of science introduces students to quantum mechanics, and quantum ideas are used again in a study of the recent discoveries of high-energy physics.

Apart from the study texts the course makes extensive use of weekly television programmes and audio cassettes with related illustrations. A kit of apparatus and materials is provided so that home experiments can be undertaken. There is a one-week residential school which provides an opportunity for working in fully-equipped laboratories.

During the course you will undertake eight assignments which will be marked by your tutor, and nine by computer.

You will need a scientific calculator, but you do not have to buy additional textbooks for this course.

A preparatory package will be sent to you about four months before the course begins. The material covers the basic mathematical skills you need for S102. Working through it carefully will help you to practise these skills and develop confidence in them.



Eruption of the Mount St Helen's volcano – an illustration from the Science Foundation Course.

Living with Technology: a Foundation Course

Technology is a dominant force in our lives – for good and ill. On the one hand we rely on its products, from cars and television sets to tinned food and artificial fibres. On the other, we are increasingly beset by the problems it can pose, from global warming and environmental pollution to the job losses caused by automation.

This course reflects and explores both aspects of technology. It deals with technologies which provide basic human needs like shelter, food, employment, energy and materials; and considers some of the contemporary issues relating to them.

The course is presented in seven sections (called 'blocks'), each taking four or five weeks of study. The central themes of the first six blocks are, respectively: Home, Work, Energy, Resources, Food and Health. The theme of the seventh block changes every two years or so. The block themes are discussed in 'mainstream' texts while the necessary scientific and technological principles are taught in 'tributary' texts. Each block includes a tutor-marked assignment based on the central theme and a computer-marked assignment based on the tributary materials. The final block of the course requires you to use what you have learned to present a substantial written report on a specific topic.

At the end of the course you will be much more aware of what is involved in using technology to meet human needs. You will also have learned some of the techniques used by technologists in tackling complex problems. These include systems thinking, design and modelling, together with some basic scientific and engineering principles in the fields of mechanics, electricity, chemistry, biology and information technology.

What previous knowledge do you need? It is assumed that you can make sense of the sort of text, tables and graphs that you might find in a quality newspaper, and that you can add,

subtract, multiply and divide without being too scared of decimals or fractions. Any additional mathematical skills you need (such as simple algebra) will be taught using special texts and computer-assisted learning materials. If you have only basic maths when you start the course you will have to work hard at the beginning of *Living with Technology*. Your improved skills will be of immediate practical use, however, in (for example) looking at the energy efficiency of your own home and working out the cost benefits of insulation.

The course also develops your ability to summarize written material and to plan and write reports. In addition it teaches another general skill which is increasingly important in today's world: the ability to make productive use of a standard business computer. Starting from the assumption that you know absolutely nothing about computers it will teach you how to use the computer for outlining, word-processing, spreadsheet modelling, database and graphics work. No programming is involved; you will simply be taught how to use a computer as a tool.

This means that you need to have ready access to a suitable computer. General guidance on the specification required is given in the panel below. The University operates a hire scheme for UK residents, and information will be sent to you when you register.

Fortnightly television programmes are linked to the blocks of the course and audio cassettes are included in the course material. There is a one-week residential school. You do not have to buy any additional textbooks for this course.

A few months before the course starts you will receive a preparatory package which will enable you to identify and practise some of the skills you need. If you find at this point that you are having severe difficulties, your tutor-counsellor will be able to advise you on your best course of action.

Computer specification for courses with a home computing element

Essentially this specification is for an operating system, not a particular make of computer. It applies to IBM personal computers and those made by many other manufacturers to compatible specifications, ie 'clones'. For T102 a somewhat lower specification is acceptable, namely 512K and a single disk drive. All applicants for T102 will be sent further details, and we strongly advise you not to buy a computer or make other arrangements until you receive this information.

MS DOS version 2.1 or later

Capable of running GEM version 2.2 or later

640K RAM

Two disk drives

Keyboard: 84-key IBM PC compatible

EGA, VGA or Hercules graphics and appropriate monitor

Printer port (parallel or serial)

Serial port (RS232 or equivalent)

Mouse with appropriate firmware or software driver

Printer: 80-column dot matrix or similar with graphics screen dump facility

To ensure compatibility with course software the equipment must be able to run unmodified IBM PC versions of the following software (though you are not expected to acquire any of it):

UCSD Pascal Version IV.3.0 (Pecan)

Lotus 1-2-3 Version 2.01 (Lotus)

PC Automator 2.2H (Direct Technology)

Framework II Version 1.1 (Borland)

The University's Academic Computing Service will be glad to provide information in response to written requests. Their address is ACS, The Open University, Milton Keynes MK7 6AA.

Mathematics choices

There are three possible mathematics 'starter courses' but you can count only one of them towards your degree.

If you plan to take a degree mainly in mathematics or computing you will certainly need to take the full foundation course (M101).

If you intend to follow mainly science or technology courses and are therefore starting with one of the other foundation courses, you may feel you need some mathematics as well. You can take M101 as a second foundation course, but as an alternative you can choose one of two 30-point courses:

Modelling with Mathematics (TM282) which takes the technological approach of using mathematical results for practical purposes; or *An Introduction to Calculus* (MS284) which concentrates more on the principles involved and their application to physics.

You can take one of these courses in your first year alongside any of the foundation courses other than M101, or you may prefer to leave it to a subsequent year after you have completed a foundation course. You cannot take either of these courses on its own in your first year.



Open University television programmes can present complex mathematical ideas in graphic form

Course code M101

Mathematics: a Foundation Course

Mathematics is a fascinating subject to study in its own right. It is also used, in some form or other, in many other paths of study, particularly in science, technology and computing.

M101 introduces a range of mathematical techniques in order to provide a broad overview of mathematics. This will help you prepare either for further maths courses, or for courses in other subject areas. More generally, many students find that the discipline of learning mathematics and the approaches to problem-solving taught in the course are widely applicable in all their subsequent studies.

Mathematics is a subject which is best learned by doing it, and that is the approach we use in M101. The study texts ('units') are full of examples (and their solutions) and you will soon find yourself working through, rather than just reading, mathematics.

The course consists of 31 units, each representing a week's work. Each week there will be a television programme and a section presented on audio tape.

The first two blocks of units introduce techniques and ideas which will be built on in later units. In the third block you are introduced to the ideas of calculus and taught how to differentiate and integrate. The fourth block introduces matrices and uses them in geometry and probability.

The fifth block provides an introduction to applied mathematics. This looks at some of the maths commonly used by engineers, biologists and others. It also shows you how to formulate mathematical models, use them to solve problems, and compare the answers with real life.

The final block looks at the kind of topics commonly called

'pure mathematics.' These include complex numbers and groups, which were originally investigated by mathematicians interested simply in the mathematical structures, without considering whether they were useful or not. Subsequently uses have been found for most of these abstract ideas in various branches of science.

The one-week residential school, which involves the use of computers, has mathematical problem-solving as its main theme. During the week you will also have an opportunity to review and extend the ideas and concepts introduced in the study texts.

No formal qualifications are required to start the course, but you will benefit from some basic preparation. Several months before the course begins you will receive a preparatory pack, including a specially-written book, *Countdown to Mathematics Volume 2* (Graham and Sargent). Working through this will refresh your mathematical skills, while at the same time getting you back into the way of studying.

Some students worry needlessly about whether they will be expected to know any 'new maths'. The mathematics you should have some familiarity with before starting the course includes basic algebraic manipulation and graph sketching – traditional topics rather than 'new maths'.

If you have very little mathematical background you will find it useful to do some additional preparation, such as getting hold of and working through *Countdown to Mathematics Volume 1*. Your Regional Enquiry and Admission Service will be able to give you other suggestions.

You will need a scientific calculator to help you work through some of the exercises.

Course code MS284

An Introduction to Calculus

This course is an alternative to the mathematics foundation course M101, and may be of particular interest to those who intend to follow mainly science courses but want a firm understanding of mathematical methods and principles. It can be taken alongside any of the foundation courses other than M101, or in a subsequent year.

The course is derived mainly from M101 materials. It calls for between five and eight hours work a week and counts as 30 points towards a degree. It introduces and illustrates some of the methods and language of mathematics, and there is

a strong emphasis on showing how mathematics may be used to model physical processes.

The course provides a firm foundation in computation, algebra and trigonometry; a sound treatment of the essential notion of a mathematical function (without being too rigorous); one third of the course is concerned directly with the calculus, including the solution of differential equations; and it includes an introduction to scalars and vectors. There are study texts ('units') on model construction, and on model fitting and testing.

A feature of the course is the self-assessment 'skills' section to be found towards the end of early units. This is designed to reinforce your existing manipulative skills and to test any new techniques introduced in the current unit.

In addition to the study texts there are video programmes and audio cassettes with accompanying drawn material. There is a one-week residential school (which means that if you undertake MS284 in the same year as a foundation course you will have to attend two residential school weeks). There are four assignments to be marked by your tutor and six by computer, and an end-of-year exam.

All students benefit considerably from preparation for this course. You will be sent a preparatory pack a few months before the course begins, including a specially written book, *Countdown to Mathematics Vol 2* (Graham and Sargent), and a diagnostic quiz to help you identify the areas on which you need to concentrate your preparation.

You do not have to buy any additional textbooks, but you will need a scientific calculator. There is no computing element in MS284; however, the residential school will include a demonstration of a 'computer algebra' and machines will be available there for you to use if you wish.



Students at a summer school concentrate on their calculations

Course code TM282

Modelling with Mathematics: an Introduction

This course is an alternative to M101 for those who intend to follow mainly technology courses but want a firm grounding in how maths can be used to model and understand physical processes. It can be taken alongside any of the foundation courses other than M101, or in a subsequent year. It is rated as 30 points, and calls for between five and eight hours work each week. You should think carefully about whether you can cope with this extra workload in your first year.

Students need to be familiar with basic arithmetic, elementary algebra, and some geometry and trigonometry. A diagnostic quiz is available to help you decide whether you need to undertake preparatory work.

The course explains the process of mathematical modelling, introduces a number of models related to such topics as population dynamics, town planning, road safety and finance, and teaches some of the skills – including calculus – needed to handle such models.

Course material consists of 16 printed text units, four audio cassettes, eight television broadcasts, and some supplementary items.

After an introduction to the 'modelling cycle' as a technique the course shows how it can be applied. Next come basic ideas in geometry and the use and manipulation of vectors (quantities which have both direction and magnitude). The use of differential calculus in models involving rates of change leads on to further applications. The units also introduce differential equations which occur in many models in science and technology.

There is a one-week residential school (and therefore, if you undertake TM282 in the same year as a foundation course you will have to attend two residential schools). You do not have to buy any additional textbooks. You will need a hand-held non-graphics battery-operated calculator with the following functions to six-figure accuracy: addition, subtraction, multiplication, division, exponentials, natural logarithms, squares and square roots; and capable of manipulating degrees, radians, sines, cosines and tangents. It should be multiplication dominant and have a memory. There is no formal computing element in TM282, but use is made of computer-assisted learning and simulation software at the residential school.

Course code A102

An Arts Foundation Course

*This course is very popular and may be oversubscribed in many parts of the UK.
The earlier you apply, the better your chances of being offered a place for 1995.*

This course aims to stimulate your interest in and enthusiasm for the study of the arts. It also helps you develop the basic skills of clear and logical thinking, selecting relevant material, interpreting it, and expressing yourself in good English prose.

Another purpose is to introduce each of the main arts disciplines – history, literature, music, art history and philosophy – while stressing that these should not be kept in separate compartments.

The first half of the course deals with each of the disciplines in some detail. The second half is a study of Victorian culture and society from 1850-90, in which the disciplines are used to examine different aspects of this fascinating period. The course looks at Victorian religion, science and moral philosophy; it ranges from Royal Academy exhibitions to music halls, pubs and trade union banners.

Subjects studied include pre-Raphaelite paintings, Dickens' novel *Hard Times*, the poetry of Tennyson and Gerard

Manley Hopkins, the operas of Gilbert and Sullivan, and the writings of J.S. Mill and Matthew Arnold.

Apart from the study texts the course includes weekly television and fortnightly radio programmes, and audio cassettes. There is a one-week residential school. Assignment work consists of short essays of between 1000 and 2000 words. You will need to buy the following additional textbooks:

Best, G. *Mid-Victorian Britain*, Fontana
Dickens, C. *Hard Times*, Oxford University Press
Gombrich, E.H. *Art and Illusion*, Phaidon
Course Reader: *Culture and Society in Britain 1850-90*, Oxford University Press

No special knowledge is needed, but it is helpful to have read two of the books, Best and Dickens, before the course starts. You will also be sent a package of preparatory material in the autumn before the start of your studies.

Course code D103

Society and Social Science: a Foundation Course

*This course is very popular and may be oversubscribed in many parts of the UK.
The earlier you apply, the better your chance of being offered a place for 1995.*

Social scientists aren't just interested in the big, impersonal aspects of society such as the economy, or the social and geographical divisions of the UK. They're also interested in people's everyday experiences, and how they think and feel about themselves and the society they live in.

'Big' questions we all ask – such as why there is surplus food in the European Community but people starving in other countries – are looked at in this course, but questions about personal and individual identity are also addressed. That is why your own experience will be a rich source of strength in studying this course.

You will, of course, examine social structures and divisions such as race, gender and social class – but you will also be studying what we mean when we refer to ourselves as 'individuals'. Alongside investigating aspects of the economy, the so-called North/South divide, statistics on health and poverty, you will also be asking questions such as how much we are shaped by society and how much by our biological make-up. Why is some work unpaid in our society, such as housework? What do politicians who appear on our TV screens mean when they talk about 'the people' supporting their policies, or about 'British sovereignty' being threatened? Questions and issues like these are tackled in an accessible way with lots of tutorial help available.

The main aim of the course is to help you deepen and widen your understanding of the diversity of UK society. To do this it sets present-day society in its historical context, and also in its wider international context.

The course will also give you a flavour of what is involved in doing social science. It isn't just collections of facts with which you have to deal. As a budding social scientist you will learn about different explanations and theories of society, what elements go into building these theories, and how you can make judgements about their value and usefulness. So you will engage in stimulating debates, not only about issues and theories in the disciplines of sociology, economics, politics, psychology and geography, but also about broad traditions of Western intellectual thought such as Conservatism, Marxism, and Liberalism.

The development of study and learning skills is another crucial component of the course. Indeed, one of the set books is devoted entirely to revitalising or enhancing study skills such as note-taking, numeracy, essay-writing and so on. It will help you lay down a firm foundation for this and later courses. You can begin working on it alongside the pack of preparatory materials that you will be sent in the autumn before the course starts.

The course itself includes seven 'blocks' of printed course material, two additional textbooks, fortnightly 50-minute tv programmes, radio programmes and audio cassettes. A one-week residential school is directly related to that part of the course studied in the summer period.

The two books you will need to buy are:

Anderson, J. and Ricci, M. (eds) *Society and Social Science: a reader*, Open University
Northedge, A. *The Good Study Guide*, Open University

HIGHER LEVEL COURSES

Most undergraduates begin their OU studies with a foundation course, choosing from those described in the previous section. You do not need to plan your degree in detail more than one year ahead, but you will naturally want to have some idea of where your studies might lead. This section will help you to see some of the possibilities.

Course choice in the OU is deliberately left as flexible as possible – but we also provide a great deal of advice to help students plan sensibly. Each year you will be sent detailed information about all the courses on offer the following year. Your tutor-counsellor will be glad to talk over your options with you and advise on sources of help with career planning. There may also be opportunities to attend meetings at which course choice can be discussed with staff and other students.

There are a number of things to bear in mind.

- ❑ You only have to choose courses one year at a time, so you can always change your mind as you progress towards your degree.
- ❑ Your choice is not limited to courses offered by the faculty with whose foundation course you start. You can mix and match courses as you please.
- ❑ On the other hand, if you are aiming for professional recognition you may need to follow a number of prescribed courses. Our

Enquiry and Admission Services can advise you on this.

- ❑ Some higher level courses assume skills or knowledge taught in earlier courses.
- ❑ At higher levels you are expected to become a more independent student. Tutorials will be less frequent than at foundation level, and may be held in the form of day schools in large urban centres.
- ❑ Some countries apply import restrictions to chemicals and electronic components contained in OU home kits. As a result courses with such kits (marked * in the list on pages 32-33) cannot currently be offered outside the UK.

In the following section each faculty gives a broad overview of its post-foundation courses, together with some comments which may help to start you thinking about the possibilities for your degree.



Faculty of Arts

The Arts Faculty offers courses from art history and literature to music, philosophy and the history of science and technology. Arts courses are not 'soft options'. They demand careful study but they are, as a result, highly rewarding.

Level 2 courses

The interdisciplinary work of the Arts foundation course is extended and consolidated at second level. This contributes to the breadth of study necessary in a general degree as well as to the development of more specialist skills needed for higher-level work.

There are two main 60-point courses, *The Enlightenment and Culture and Belief in Europe 1450-1600*. Further inter-disciplinary work is available in two courses which extend the historical and cultural perspective to the ancient world, *Fifth-century Athens: Democracy and City State* and *Homer: Poetry and Society*; and to more recent history in *Princes and Peoples: Absolutism and the State in France and the British Isles 1620-1714*. There are also 30-point courses in the history of science, *The Rise of Scientific Europe 1500-1800* and *Science, Technology and Everyday Life 1870-1950*. Another 30-point course, *What is Europe?* has been produced in collaboration with a number of other European universities.

As well as interdisciplinary courses, the Faculty offers *Understanding Music: Elements, Techniques and Styles* (60 points) and *The Growth of Religious Diversity: Britain from 1945* (30).

Level 3 courses

Third-level arts courses offer you an opportunity to study individual disciplines in depth, and to pursue interdisciplinary studies at a higher level of complexity and sophistication. They foster more independent learning and provide sufficient foundation for postgraduate study.

Each of the five main Arts disciplines usually presents courses totalling 120 points at this level. Literature currently has *Literature in the Modern World* and *Shakespeare*. History offers *Themes in British and American History: a Comparative Approach c1760-1970* and *War, Peace and Social Change: Europe 1900-1955*; and in collaboration with the Social Sciences Faculty, *Family and Community History: Nineteenth and Twentieth Centuries*. Philosophy courses are *Life and Death* and *Philosophy of the Arts*. Music offers *From Baroque to Romantic: Studies in Tonal Music* and *Beethoven*. Art history has *Modern Art: Practices and Debates*; *Art, Society and Religion in Siena, Florence and Padua 1300-1400*; and *Art in Fifteenth-Century Italy*.

Interdisciplinary work at Level 3 is offered in two 30-point courses, *Liberation and Reconstruction: Politics, Culture and Society in France and Italy 1943-54* and *Religion in Victorian Britain*.

The Arts Faculty profile is rounded off by four project courses which call for considerable initiative and research by the student. The topics change from year to year, but current examples are *Cinema and Society: Britain in the 1950s and 1960s*; *Post-Colonial Literatures in English*; *The Oral History Project*; and *Philosophical Problems of Equality*.

Building an arts degree

If you want to build a coherent degree profile based on arts courses, you will probably start with the Arts foundation course. At Level 2 you can go on to any of the titles mentioned above, and you might also want to include one or more courses from the Social Sciences Faculty or the U-area. It is usually a good idea to include at least one interdisciplinary course, even if you intend to follow a more specialised path later.

At Honours level you may want to build on your Level 2 credits, but it is also possible to extend your subject range. When you receive full details of all courses in the Spring of each year, you will see that for some there are recommended prerequisites or previous subject knowledge, while others simply call for the study skills appropriate to advanced courses. Again we recommend that even if you are concentrating on Arts subjects you take one Social Science course, a U-area course or a course from any other faculty.

School of Education

Courses from the School of Education are of interest and value to teachers and non-teachers alike. They cover a range of subjects and disciplines concerned with education both at school and beyond. Students embark on education courses from different backgrounds within the University, and since the School has no foundation course no assumptions are made about what you have already studied.

Are you a teacher?

If you are a teacher (or otherwise professionally engaged in education), the inclusion of education courses in your first degree can serve a dual purpose. Not only do they provide you with a professionally relevant component in your degree, but they also open up opportunities for further study towards a Postgraduate Certificate in Education or an Advanced Diploma, and perhaps an MA in Education.

Most education courses in the undergraduate programme can also count towards advanced diplomas. You



The School of Education offers courses for teachers – and would-be teachers.



can count the same courses towards both your degree and a diploma, and you can choose to complete the diploma before you finish your degree. There are advanced diplomas in *Educational Management* and in *Special Needs*, and others are being planned.

An advanced diploma qualifies you for entry to the MA in Education programme (whether you are a graduate or not) and exempts you from one of the three modules of the higher degree. You can also gain entry to the MA in Education through successful completion of a good Honours degree. So careful choice of courses in the undergraduate programme could put you on a ladder leading to more advanced, professionally relevant qualifications.

If you are not a teacher...

Are you interested in education from another point of view? We offer lively and varied courses with which to enrich your degree. The School is particularly keen to attract parents to its courses who have an interest in issues of

teaching, learning, schools, and the home as a centre for learning.

Do you want to become a teacher?

If you want to construct your degree to improve your prospects of entering teaching, how you do this will depend on the age-group you intend to teach, your subject specialism and the course of initial teacher-training you want to take.

With few exceptions, entry into teaching in schools follows a Postgraduate Certificate of Education (PGCE) course or a Bachelor of Education (BEd) degree through which you gain qualified teacher status. The Open University is now offering its own part-time PGCE course. If you would like more information about this, please ask any of our Enquiry and Admission Services.

You will need to consider the requirements for entry to PGCE courses. National regulations require teachers' degree courses to include certain amounts of subject study:

- **For primary school teachers**, a year and a half (or 180 points of Open University study) of subjects relevant to the school curriculum: English, mathematics, science, technology, history, geography, physical education, art, music, religious education.
- **For secondary school teachers**, two years (240 points of Open University study) of the subject you intend to teach: English, mathematics, science, technology, modern languages, history, geography, art, physical education, music, religious education.

Level 2 courses

A 60-point course that is particularly well suited to the earlier stages of a degree is *Exploring Educational Issues*, which covers a wide range of topics in present-day education. It is of interest to anyone who has a concern for educational issues as parent, teacher, school governor or citizen. Similarly, the new course *Child Development* is about developmental and educational psychology and is an important part of the set of courses recognised by the British Psychological Society for graduate entry. It also serves as a preparation for the Level 3 course *Cognitive Development*.

There are several 30-point courses at second level. *Learning for All* deals with the education of children and young people who experience difficulties in learning, or who have disabilities. *Learning and Teaching Mathematics* is for those who are directly concerned with the mathematical education of children between the ages of five and sixteen. *Curriculum and Learning* gives an informed and up-to-date account of aspects of school life which are undergoing significant change. *Computers and Learning* looks at the ways in which computers affect learning in all areas of the curriculum.

For 1995 the School is presenting *Language and Communication in Society*, and in the following year it introduces *The English Language*.

Level 3 courses

All the Level 3 courses look at their subjects more closely and in greater depth. Although few of them have recommended prerequisites, they demand a more independent kind of study and so are better suited to the later stages of a degree.

In the area of educational management, *Managing Schools: Challenge and Response* examines the theory and practice of school management from the points of view of both the manager and the managed. 'Race', *Education and Society* analyses the relationship between racial inequalities and other

kinds of social division in education, as well as other areas of social life. It combines well with a variety of social science and U courses.

Faculty of Mathematics and Computing

Courses produced by the Faculty offer the opportunity to study pure and applied mathematics, computing and statistics at both second and third levels. The *Mathematics Foundation Course* provides introductory mathematics for all these areas, though most of the computing courses can be taken without any mathematical background. The Faculty also offers Level 2 courses in mathematics education and the history of mathematics.

There is enough choice for you to be able to complete a degree in pure and applied mathematics alone. If you want to concentrate on computer science you will find that combining courses produced by the Faculty of Mathematics and Computing with some of those from the Technology Faculty may meet your requirements. Statistics can be a significant element in a broadly based mathematics degree, as well as contributing an essential skill in social science studies.

The Faculty also offers courses at postgraduate level, with an MSc in Mathematics and both a Postgraduate Diploma and an MSc in Computing for Commerce and Industry.

Level 2 courses

At second level the Faculty offers three 60-point courses: *Introduction to Pure Mathematics*, *Mathematical Models and Methods*, the basic applied mathematics course; and *Fundamentals of Computing*, which has no recommended prerequisite and can be preceded by any foundation course. It lays a firm foundation for further study of computer science.

If you want what might be described as a broad degree in mathematics you would be well advised to take these three courses together with *Elements of Statistics*.

To complete your degree within the areas of mathematics, statistics and computing, you can either broaden your studies or attempt some specialisation.

To broaden your degree you could add courses from other faculties or choose further second-level maths courses such as *Mathematics in Computing*, which provides a 'pure mathematical' view of the subject; *Topics in the History of Mathematics*, an introductory course with no specific prerequisite; *Using Mathematical Thinking and Learning and Teaching Mathematics*, which are courses in mathematics education; and

Statistics in Society which presents statistics in the context of everyday problems

Level 3 courses

Third-level mathematics courses are more difficult than second-level to the same extent that second-level courses are more taxing than the foundation course. For this reason you are advised not to attempt a Level 3 course unless you have passed the recommended prerequisite or you are confident that you have acquired an equivalent background by other means.

However, it is appropriate to suggest, as part of a broad degree, *Graphs, Networks and Design*, one of the few third-level courses which have no specific second-level prerequisite.

Pure mathematics courses are *Groups and Geometry*, *Complex Analysis* and *Number Theory and Mathematical Logic*.

There is also a 'suite' of more advanced pure mathematics courses, each presented once every four years. Titles include *Metric and Topological Spaces and Geometric Topology*; *Aspects of Abstract Algebra*; *The Lebesgue Integral*; and *Differential Geometry*.

Applied mathematics courses at Level 3 are *Mathematical Methods and Fluid Mechanics*, *An Introduction to Non-Linear Dynamics*, *Computational Mathematics*, and *Numerical Methods for Differential Equations*. The last two require extensive use of a personal computer, though no programming is included.

Courses relevant to this area from other faculties include *Quantum Mechanics*, *Electromagnetism* and *Understanding Space and Time*.

Statistics courses at Level 3 are *Applications of Probability* and *Statistical Methods*, the latter including practical work with a computer terminal and modem provided on loan.

Computing courses are *Programming and Programming Languages*, *Topics in Software Engineering* and *Data Models and Databases*. A *Computing Project* is being presented for the first time in 1994.

Professional recognition

Certain combinations of OU mathematics courses are accepted, like Honours degrees in mathematics from other universities, for recognition as a graduate member of the Institute of Mathematics and its Applications. Other specified credits may gain exemption from Part 1 of the professional examinations of the British Computer Society.



A note for teachers

The broadly based degree outlined above might well suit a mathematics teacher dealing with pupils across the age range 11-18, while those who concentrate on teaching sixth-form pupils might specialise in one or two of the four main areas described earlier and take an Honours degree. If you are thinking of taking the new Open University Postgraduate Certificate in Education, specialising in mathematics, you are strongly advised to include *Using Mathematical Thinking and Learning* and *Teaching Mathematics* in your degree.

Faculty of Science

The Science Faculty has four major teaching aims:

- **To offer an accessible but challenging foundation course** that will appeal to students who may not have studied science before, and who may not intend to study higher level science courses.
- **To provide a range of interesting and useful second level courses** for those who want a broadly-based OU degree, possibly mixing science with courses from other areas.

Most of these courses follow the four basic disciplines introduced in the foundation course: biology, chemistry, physics and Earth sciences. In each discipline there are two or three 30-point courses to choose from, and two 60-point courses. Several have been designed to be of general scientific interest, and would be useful either as stepping stones to other higher level science courses or as stand-alone courses in their own right.

- **To provide enough courses at Level 3 in each discipline** for

students to achieve some measure of specialisation and/or an honours degree with an emphasis in science.

Again the courses are grouped mainly according to the four basic disciplines, but with some interdisciplinary provision in courses such as *Evolution* and *Oceanography*.

Other topics covered at third level include animal physiology, ecology, organic and inorganic chemistry, quantum mechanics and electromagnetism. Some groups of courses in physics and chemistry lead to professional recognition by the Institute of Physics and the Royal Society of Chemistry respectively.

- **To provide courses accessible to anyone** who is interested in studying science for general interest.

Related to this aim, the Faculty is developing its provision in certain areas of general scientific interest, and has chosen health studies, environmental science, science education, and astronomy and planetary science for this purposes.

In these areas there are several Level 2 courses either currently available or planned for the near future – for example, *Science Matters*, *Astronomy and Planetary Science*, *Physical Resources and Environment*, *Our Chemical Environment*, *Earth and Life*. Most require some form of foundation study, but not necessarily the *Science Foundation Course*.

Some of the University 'U' courses (see below) such as *Health and Disease* and *Environment* are also closely linked to science and can be studied as part of a coherent degree or for their intrinsic interest.

Science course prerequisites

When you receive full course details in the Spring of each year, you will see that many science courses specify recommended prerequisites. You should treat these very seriously. Most higher level science courses stipulate particular prerequisites, and build on these. If you have not passed a prerequisite course but feel you have already acquired the necessary knowledge and skills elsewhere, you should consult your tutor-counsellor, or the science staff tutor at your Regional Centre, to make sure.

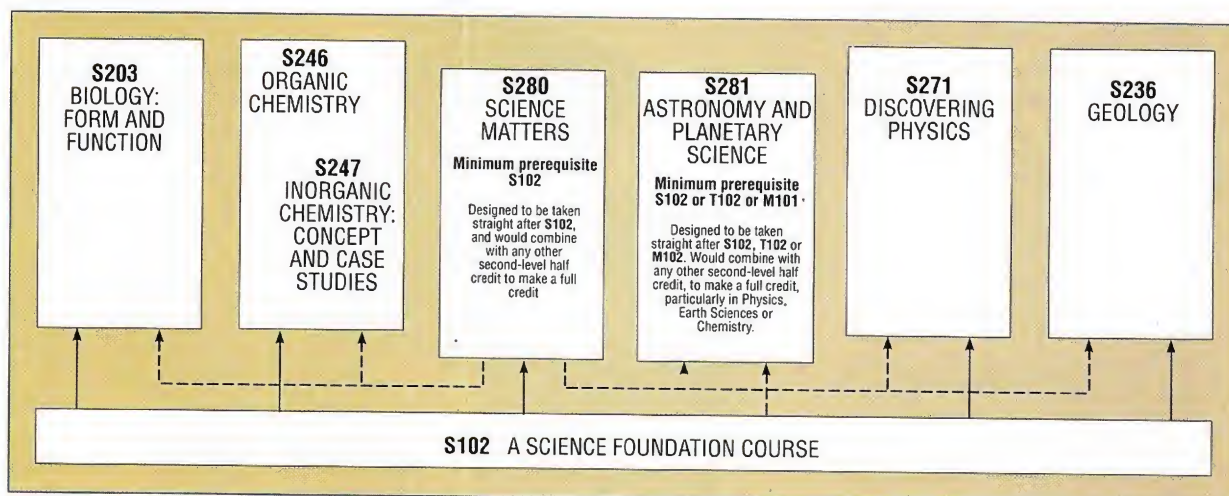
This advice is especially important if you plan to study post-foundation physics courses, where mathematical competence is stressed for most second-level courses and is essential at third level.

Home experiment kits

Many science courses have home kits and because of import restrictions some of these may not be taken out of the United Kingdom. However, the OU can provide modified kits or make other arrangements for access to a kit, so if you are likely to be studying abroad you should ask your Regional Centre about this.

Residential schools

Studying science obviously entails doing some practical work so, as well as home experiment kits, many courses require attendance at a residential school. Because this practical experience is essential to comprehension of the subject, the University is not generally sympathetic to requests for excusal from attendance at science residential schools. Before you register for a course you should think carefully about any residential school commitment that might be involved. Most Science residential schools are held during July or August.



This is just one example of how you might progress from the Science foundation course.

Faculty of Social Sciences

The Social Science Faculty offers courses that are of interest to people who want to understand how their own society works, and courses that make up more specialised programmes of study in the social sciences.

You may choose to base your studies upon a core of one or two social science disciplines (economics, geography, government and politics, psychology, social policy, sociology) or to select courses to help you pursue or enter a career; or you can simply put together courses in areas that interest you. Many courses are directly relevant to professional demands, not only as part of appropriate degree profiles but also for keeping up to date and developing your skills.

When you receive course details in the Spring of each year you will need to look carefully at the descriptions and consider how courses complement each other and relate to your own requirements. Many of your decisions will be personal, but some general guidance is possible. There is a straightforward educational logic underlying the whole range of social sciences courses: you should be able to develop your skills and experience as you work from foundation level through to third level. Just as the foundation course prepares you for the second level, so the completion of two or three second-level courses is preparation for work at third level.

Level 2 courses

The Faculty's second-level courses build on the methods and approaches of the foundation course. Three of them, *Social Problems and Social Welfare*, *Introduction to Psychology* and *Running the Country*, have been specially devised in their tutorial support to provide a graduated path from foundation level.

These courses are of interest in their own right, but you should consider

them particularly carefully if you are not yet fully confident of your grasp of material in the foundation course. They are especially recommended if you do not intend to take a second foundation course from another faculty

Four other 60-point courses and one 30-point course are available at second level: *The Shape of the World*; *Understanding Modern Societies*; *Economics and Changing Economies*; *The United States in the Twentieth Century*; and *Issues in Deafness*. All deal with important contemporary issues and develop themes of the social sciences in tackling them. *Statistics in Society* is part of a major strand in mathematics, but it is also an important part of the social sciences profile, providing a grounding in quantitative methods which is useful for higher-level study.

Level 3 courses

The range of courses at third level is similar to that at second, but here you can work on special interests and use and develop skills acquired at Level 2. At third level you will be expected to move towards more independent work, to use original articles, to assess different theoretical approaches more critically, and to write more extended projects, dissertations or essays.

There are ten 60-point courses at third level: *Social Psychology*; *Democratic Government and Politics*; *Cognitive Psychology*; *Crime, Justice and Society*; *Global Politics*; *Restructuring Britain*; *Professional Judgement and Decision-Making*; *Studying Family and Community History: Nineteenth and Twentieth Centuries*; *Family Life and Social Policy*; and *Principles of Social and Educational Research*.

There are two 30-point courses at Level 3, *Economics and Government Policy* and *Beliefs and Ideologies*. 'Race', *Education and Society* is a guided reading course that analyses the relationship between racial inequalities and other kinds of social division in education and in other areas of social life. It combines well with a variety of social science and U courses to do with policy-making and equality of opportunity.

Diploma in Applied Social Sciences

The new Diploma in Applied Social Sciences provides an opportunity to gain a qualification before you complete your degree. It also offers a clear route if you want to develop a profile that emphasises your interest in applied aspects of social sciences, in family studies, social policy, criminology and decision studies. The Diploma consists of 120 points, 60 at second and 60 at third level.

Building a degree

The faculty's core discipline-based courses provide the base on which to build if you want to specialise. But these courses are not cut off from one another and can be used in many different ways. Social policy courses, in particular, should be seen as interdisciplinary, since their attention to applied policy means that they draw on a variety of disciplinary insights.

Of course, there is no need to use our disciplinary structure as the basis of your degree. Our intention is to provide as wide a choice as possible. That is one reason for our support for interdisciplinary and inter-faculty courses at second level. You can put together your own selection, drawing on relevant courses from outside the Faculty, particularly from the U area (*Health and Disease*, *Environment*, *Issues in Women's Studies*). As you do so, however, it is important to remember that the pattern of courses offered by the Faculty does have some coherence, not only in the subjects covered and the approaches of the social sciences but, perhaps more important from your point of view as a student, in terms of educational progression.

When you are ready to make these choices, we provide individual course leaflets and discipline-based leaflets, through tutors and Regional Centres, to help you build a coherent degree profile.



Faculty of Technology

The pace of technological change is increasing and the implications of technological decisions to do with communication, transport, industry and the environment are of concern to all members of society. This faculty is committed to providing courses that enable you to:

- Understand technological developments and the assumptions that underlie them, their implications and the surrounding issues.
- Develop and practise your skills in particular aspects of technology, its design and management.

The Faculty's aim is to increase understanding of today's world as well as tackling the problem of the serious shortages of technologists in various fields.

Choosing Level 2 and 3 courses

For students planning a degree with technology as its major theme, possibly the most difficult decision is which course to take after T102.

If you have not studied technological subjects before, courses such as *Working with Systems*, *Design: Principles and Practice* or *Information Technology* and *Modelling with Mathematics* will provide a smoother transition to further second-level studies than a direct step into an engineering mechanics or electronics course. If you already have experience of technological studies, perhaps through an ONC or HNC, then the transition to courses such as *Instrumentation*, *Analogue and Digital Electronics* and *Engineering Mechanics: Solids* may not present you with too many problems, but be sure to look at the content of the listed prerequisites to see that you have covered the necessary topics.

Don't overlook the benefits of taking courses from the 'softer' disciplines of systems and design. Engineers are often criticised for their poor report-writing and communication skills, so it is important that you include courses that require you to write essays and reports before you progress to the *Technology Project Course*.

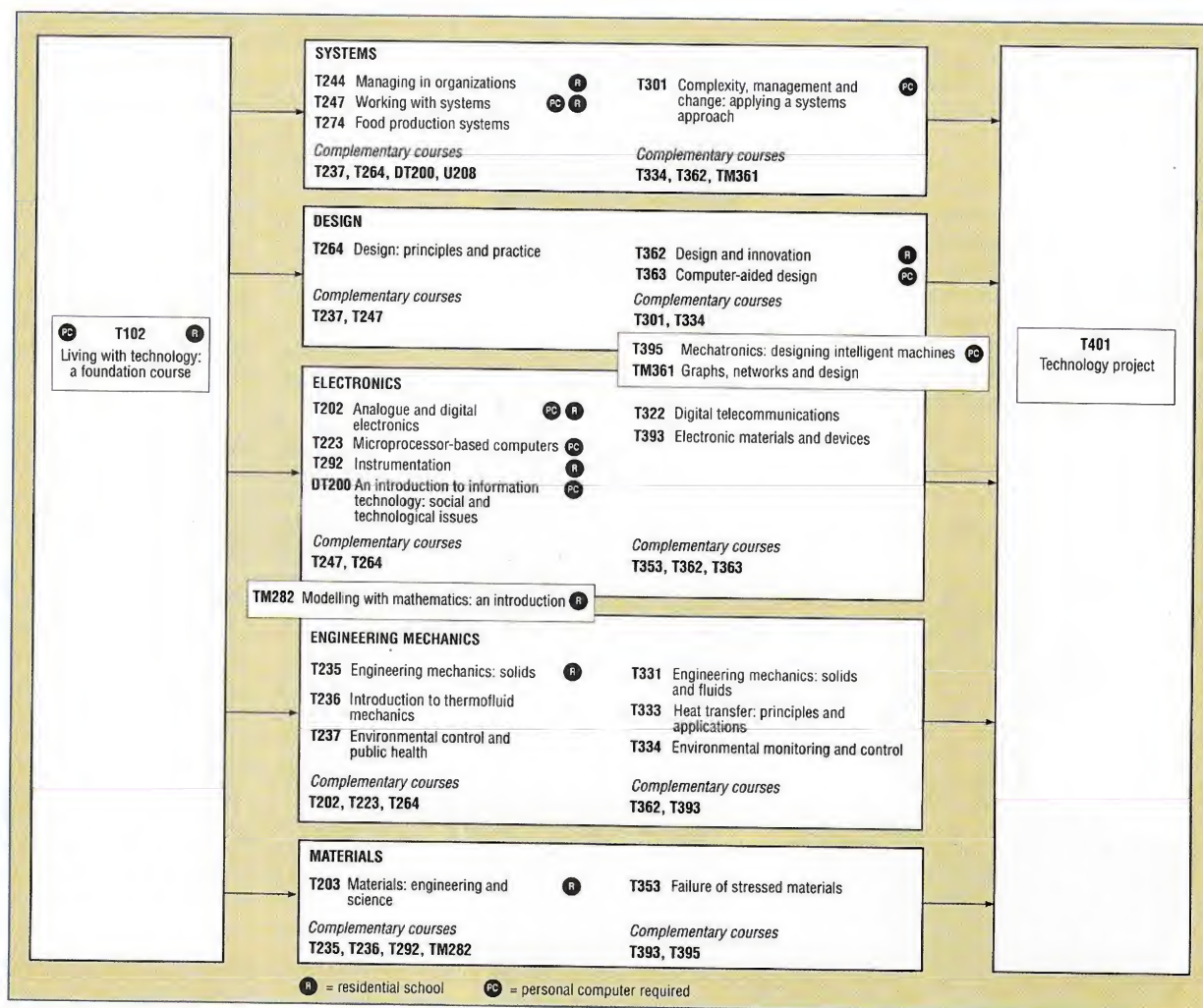
Some of the Faculty's courses have a broad range while others are more

specialised. When you receive the detailed course descriptions you will be able to decide the balance of depth and breadth which will suit you. We suggest that you try to include some Level 3 courses even if you are not intending to work for an Honours degree. And if professional recognition is important, you should be aware that the engineering institutions require a total of 480 points with 180 at Honours level.

Mathematics is an important aspect of technology, and *Modelling with Mathematics: an Introduction* (which can be taken at the same time as T102 *Living with Technology*) is a good preparation for those who have not taken the mathematics foundation course.

Subsequent courses are grouped here according to the Faculty's disciplines, but you should consider the whole of the Faculty's offering; you need not confine your studies within any one discipline.

Design courses are concerned with the underlying processes common to decision-making in technology. The Level 2 *Design Principles and Practice*



Examples of routes through a range of technology courses. Detailed advice on degree-planning is available to all students.

In electronics and communications the Level 2 courses are *Analogue and Digital Electronics* and *Microprocessor-based Computers*. These prepare you for the Level 3 *Digital Telecommunications*.

The fields of electronics and engineering mechanics merge in *Instrumentation* (Level 2) and *Mechatronics: Designing Intelligent Machines* (Level 3). In engineering mechanics the second-level courses *Engineering Mechanics: Solids* and *Introduction to Thermofluid Mechanics* lead on to the third-level *Engineering Mechanics: Solids and Fluids* and *Heat Transfer: Principles and Applications*.

Environmental engineering is an area of growing importance and the Faculty's courses in this field are *Environmental Control and Public Health* (Level 2) and *Environmental Monitoring and Control* (Level 3). These two courses, along with two from the Science Faculty, also constitute a new Diploma in Pollution Control for professional updating and development.

In materials, *Materials: Engineering and Science* gives a broad introduction to the subject and leads to the third-level course *Failure of stressed materials*.

The systems discipline offers two second-level 30-point courses. *Working with Systems* is a starting point if you are interested in tackling complexity and the general applicability of systems ideas. *Managing in Organisations* covers human and organisational issues, business and management. Either or both of these courses can lead to the third-level 60-point course *Complexity, Management and Change: Applying a Systems Approach*.

Information Technology is a new course which explores some of the social and technological issues surrounding the introduction of information technology into our everyday lives. It relates to courses in both technology and the social sciences.

The Faculty's profile of courses culminates in the *Technology Project*, which will enable you to bring what you have learnt to bear on a substantial practical task. This is an essential course if you want professional recognition.

The 'U' area: University-wide courses

Some courses offered by the Open University do not fit within traditional discipline boundaries, and are produced by teams of academics from several different faculties. They are grouped together as 'U courses'.

These interdisciplinary courses on subjects of contemporary concern are among the University's most significant academic innovations. They span a wide range of disciplines from the arts through social sciences and technology to mathematics and science. They have opened up new areas of study, using skills derived from different fields to investigate themes and topics of common interest. The subjects tackled in U courses are often also related to everyday experience.

All four of the current U courses are rated as 60 points at second level. They have no prerequisites (other than a pass in any foundation course), and they do not assume knowledge of any one discipline. Indeed, they are specially designed to interest students who have widely different experiences and academic interests and to fit into a variety of degree profiles.



CURRENT COURSES

The following list of courses shows how wide a choice you will have in your second and subsequent years with the OU.

The undergraduate programme is not static. Each year new courses are added and existing ones are revised or replaced – so we cannot guarantee that the precise courses listed here will be available several years ahead. The list does, however, give a reasonable indication of the range of subject matter likely to be available in the immediate future.

Detailed descriptions of all current and planned courses are sent to undergraduates in the spring of each year. You will have opportunities to discuss your plans with University staff, in particular your tutor-counsellor.

In this list we have grouped courses under broad subject headings. Because many OU courses are inter-disciplinary or cover several subject areas, they may appear under several headings. The headings are not intended as the titles of degrees, or as suggestions for course choice, but are simply for ease of reference. You can choose almost any combination of courses you like.

Each course is followed by a code to indicate its credit rating in points, its level, and its suitability for a BA or BSc degree – 'A' for BA, 'S' for BSc and 'E' for either.

Thus a title followed by the letters 30/2/S is a 30-point course at Level 2 leading to a BSc.

The code 60/3/E indicates a 60-point course at third level, which could count for either a BA or BSc.

NOTE: HOME KITS OUTSIDE THE UK

At the time this *Guide* went to press, import restrictions were causing difficulties in making certain home kits available outside the UK. The situation may change, and for the latest information you should consult your Enquiry and Admission Service. Currently the courses affected are shown in the list by the following symbols:

† Available only in the UK, Austria, Belgium, France, Germany, the Netherlands, Luxembourg, Spain, Switzerland and the Republic of Ireland

* Available only in the UK

KEY TO CODES

30 30 points

60 60 points

1 Level 1

2 Level 2

3 Level 3

A Suitable for a BA degree

S Suitable for a BSc degree

E Suitable for either

Note that some new courses have not yet been classified, and that other designations may change

ART HISTORY

Arts Foundation Course	60/1/A
Art in Fifteenth-Century Italy	30/1/A
Art, Society and Religion in Siena, Florence and Padua, 1300-1400	30/3/A
Culture and Belief in Europe 1450-1600	60/2/A
Modern Art: Practices and Debates	60/3/A

BIOLOGY

Science Foundation Course	60/1/S †
Animal Physiology	30/3/S
Biology, Brain and Behaviour	60/2/S
Biology: Form and Function *	60/2/S
Ecology	30/3/S
Evolution *	30/3/S

CHEMISTRY

Science Foundation Course †	60/1/S
Astronomy and Planetary Science	30/3/S
Inorganic Chemistry	30/3/S
Inorganic Chemistry: Concepts and Case Studies *	30/2/S
Organic Chemistry *	30/2/S
Organic Chemistry: a Synthesis Approach *	30/2/S
Physical Chemistry: Principles of Chemical Change	30/3/S

CLASSICAL STUDIES

Arts Foundation Course	60/1/A
The Enlightenment	60/2/A
Fifth-Century Athens: Democracy and City State	30/2/A
Homer: Poetry and Society	30/2/A

COMPUTING AND COMPUTERS

Mathematics Foundation Course	60/1/E
Computational Mathematics	30/3/S
Data Models and Databases	30/3/S
Fundamentals of Computing	60/2/S
Information Technology *	60/2/E
Mathematics in Computing	30/2/S
Microprocessor-based Computers	30/2/S
Programming and Programming Languages	30/3/S
Topics in Software Engineering	30/3/S

DESIGN

Technology Foundation Course	60/1/E
Computer-aided Design *	30/3/E
Design: Principles and Practice *	30/2/E
Graphs, Networks and Design	30/3/E
Mechatronics: Designing Intelligent Machines	30/3/S

EARTH SCIENCES

Science Foundation Course †	60/1/S
Astronomy and Planetary Science	30/3/S
Evolution	30/3/S
Geology *	30/2/S
How the Earth Works: The Earth's Interior	30/2/S
Oceanography	30/3/S

Physical Resources and the Environment	30/3/S
Sedimentary Processes and Basin Analysis *	30/3/S
Understanding the Continents	30/3/S

ECONOMICS

Social Sciences Foundation Course	60/1/E
Economics and Government Policy	30/3/E
Economics and Changing Economies	60/2/E
Running the Country	60/2/E
The Shape of the World	60/2/E
Statistics in Society	30/2/E
Third World Development	60/2/E
The United States in the Twentieth Century	60/2/E
What is Europe?	30/2/A

EDUCATION AND SOCIETY

Curriculum and Learning	30/2/A
Learning for All	30/2/A
Learning Through Life: Education and Training Beyond School	30/2/A
Exploring Educational Issues	60/2/E
'Race', Education and Society	30/3/E

EDUCATIONAL CURRICULUM AND MANAGEMENT

Curriculum and Learning	30/2/A
Exploring Educational Issues	60/2/E
Learning for All	30/2/A
Learning and Teaching Mathematics	30/2/E
Managing Education in the 1990s	30/3/E
'Race', Education and Society	30/3/E
Using Mathematical Thinking	30/2/E

EDUCATION, PSYCHOLOGY OF

Curriculum and Learning	30/2/A
Exploring Educational Issues	60/2/E
Learning and Teaching Mathematics	30/2/E
Learning for All	30/2/A
Child Development	60/2/E

ELECTRONICS

Mathematics Foundation Course	60/1/E
Science Foundation Course	60/1/S
Technology Foundation Course	60/1/E
Analogue and Digital Electronics *	60/2/S
Digital Telecommunications	30/3/S
Information Technology	60/2/E
Instrumentation	30/2/S
Microprocessor-based Computers	30/2/S
Modelling with Mathematics: an Introduction	30/2/S

ENGINEERING DESIGN

Mathematics Foundation Course	60/1/E
Technology Foundation Course	60/1/E
Analogue and Digital Electronics	60/2/S
Computer-aided Design	30/3/E
Design: Principles and Practice	30/2/E
Engineering Mechanics: Solids	30/2/S
Instrumentation	30/2/S
Introduction to Thermofluid Mechanics	30/2/S
Mechatronics: Designing Intelligent Machines	30/3/S

ENGINEERING MECHANICS

Mathematics Foundation Course	60/1/E
Science Foundation Course	60/1/S
Technology Foundation Course	60/1/E
Engineering Mechanics: Solids	30/2/S
Engineering Mechanics: Solids and Fluids	30/3/S
Failure of Stressed Materials *	30/3/SU
Heat Transfer: Principles and Applications	30/3/S
Instrumentation	30/2/S
Introduction to Thermofluid Mechanics	30/2/S
Materials: Engineering and Science	60/2/S
Mechatronics: Designing Intelligent Machines	30/3/S
Modelling with Mathematics: an Introduction	30/2/S

ENVIRONMENT

Ecology	30/3/S
Environment	30/3/S
Environmental Control and Public Health	30/2/S
Environmental Monitoring and Control	30/2/S
Environmental Policy and Politics in an International Context	60/2/E
Oceanography	30/3/S
Our Chemical Environment	30/3/S
Physical Resources and Environment	30/3/S

EUROPEAN STUDIES

Arts Foundation Course	60/1/A
Art in Fifteenth-Century Italy	30/1/A
Art, Society and Religion in Siena, Florence and Padua 1300-1400	30/3/A
Culture and Belief in Europe 1450-1600	60/2/A
Fifth-Century Athens: Democracy and City State	30/2/A
The Enlightenment	60/2/A
Liberation and Reconstruction: France and Italy 1943-1954	30/3/A
Literature in the Modern World	60/3/A
Modern Art: Practices and Debates	60/3/A
Princes and Peoples: Absolutism and the State in France and the British Isles 1620-1714	30/2/A
The Rise of Scientific Europe 1500-1800	30/2/E
War, Peace and Social Change: Europe 1900-1955	60/3/A
What is Europe?	30/2/A

GEOGRAPHY

Social Sciences Foundation Course	60/1/E
Environmental Policy and Politics in an International Context	60/2/E
Ecology	30/3/S
Environment	30/3/S
The Shape of the World	60/2/E
Family and Community History: Nineteenth and Twentieth Centuries	60/3/E
Restructuring Britain	60/3/E
Third World Development	60/2/E

GEOLOGY

see Earth Sciences

GOVERNMENT AND POLITICS

Social Sciences Foundation Course	60/1/E
Beliefs and Ideologies	30/3/E
Crime, Justice and Society	30/3/E
Environmental Politics and Policies in an International Context	60/2/E
Economics and Government Policy	30/3/E
Family Life and Social Policy	60/3/E
Global Politics	60/3/E
Restructuring Britain	60/3/E
Running the Country	60/2/E
The Shape of the World	60/2/E
Social Problems and Social Welfare	60/2/E
Third World Development	60/2/E
Understanding Modern Societies	60/2/E
The United States in the Twentieth Century	60/2/E
What is Europe?	30/2/A

HISTORY

Arts Foundation Course	60/1/A
Art, Society and Religion in Siena, Florence and Padua 1300-1400	30/3/A

Culture and Belief in Europe 1450-1600	60/2/A
The Enlightenment	60/2/A
Family and Community History: Nineteenth and Twentieth Centuries	60/3/E
Fifth-Century Athens: Democracy and City State	30/2/A
Liberation and Reconstruction: France and Italy 1943-1954	30/3/A
Princes and Peoples: Absolutism and the State in France and the British Isles 1620-1714	30/2/A
Religion in Victorian Britain	30/3/A
The Rise of Scientific Europe 1500-1800	30/2/E
Science, Technology and Everyday Life 1870-1950	30/2/E
Topics in the History of Mathematics	30/2/E
War, Peace and Social Change: Europe 1900-1955	60/3/A
What is Europe?	30/2/A

LITERATURE

Arts Foundation Course	60/1/A
Culture and Belief in Europe 1450-1600	60/2/A
The Enlightenment	60/2/A
Homer: Poetry and Society	30/2/A
Literature in the Modern World	60/3/A
Shakespeare	30/3/A

MANAGEMENT

Complexity, Management and Change: Applying a Systems Approach	60/3/E
Economics and Changing Economies	60/2/E
Information Technology	60/2/E
Managing Education in the 1990s	30/3/E
Managing in Organisations	30/2/E
Professional Judgement and Decision Making	60/3/E
Statistics in Society	30/2/E
Statistical Methods	30/3/E
Working with Systems	30/2/E

MATERIALS

Technology Foundation Course	60/1/E
Analogue and Digital Electronics	60/2/S
Engineering Mechanics: Solids	30/2/S
Engineering Mechanics: Solids and Fluids	30/3/S
Failure of Stressed Materials * Introduction to Thermofluid Mechanics	30/3/S
Materials: Engineering and Science	30/2/S
Modelling with Mathematics: an Introduction	30/2/S

MATHEMATICS, PURE

Mathematics Foundation Course	60/1/E
Complex Analysis	30/3/E
Groups and Geometry	30/3/E
Introduction to Pure Mathematics	60/2/E
Number Theory and Mathematical Logic	30/3/E
Topics in the History of Mathematics	30/2/E

MATHEMATICS, APPLIED

Mathematics Foundation Course	60/1/E
Computational Mathematics	30/3/S
Electromagnetism	30/3/S
Graphs, Networks and Design	30/3/E
Introduction to Calculus	30/2/E
Introduction to non-Linear Dynamics	30/3/E

Mathematical Methods and Fluid Mechanics	30/3/E
Mathematical Models and Methods	60/2/E
Mathematics in Computing	30/2/S
Modelling with Mathematics: an Introduction	30/2/S
Numerical Methods for Differential Equations	30/3/E
Quantum Mechanics	30/2/S
Understanding Space and Time	30/2/S

MUSIC

Arts Foundation Course	60/1/A
Baroque to Romantic: Studies in Tonal Music	60/3/A
Beethoven	30/3/A
Understanding Music: Elements, Techniques and Styles	60/2/A

PHILOSOPHY

Arts Foundation Course	60/1/A
Culture and Belief in Europe 1450-1600	60/2/A
The Enlightenment	60/2/A
Life and Death	60/3/A
Philosophy of the Arts	60/3/A

PHYSICS

Mathematics Foundation Course	60/1/E
Science Foundation Course	60/1/S
Astronomy and Planetary Science	30/2/E
Introduction to Calculus	30/2/S
Discovering Physics *	30/3/S
Electromagnetism *	30/3/S
Heat Transfer: Principles and Applications	30/3/S
Images and Information *	30/2/S
Mathematical Methods and Fluid Mechanics	30/3/E
Mathematical Models and Methods	60/2/E
Physics of Matter	30/2/S
Quantum Mechanics	30/2/S
Understanding Space and Time	30/3/S

PSYCHOLOGY

Social Sciences Foundation Course	60/1/E
Biology: Brain and Behaviour	60/2/S
Child Development	60/2/E
Cognitive Psychology	60/3/E
Introduction to Psychology	60/2/E
Social Psychology: Development, Experience and Behaviour in a Social World	60/3/E

PUBLIC ADMINISTRATION

Social Sciences Foundation Course	60/1/E
Complexity, Management and Change	30/3/E
Crime, Justice and Society	60/3/E
Economics and Government Policy	30/3/E
Environmental Control and Public Health *	30/2/S
Environmental Monitoring and Control	30/2/S
Family Life and Social Policy	60/3/E
Health and Disease	60/2/E
Managing in Organisations	30/2/E
Managing Education in the 1990s	30/3/E
Professional Judgement and Decision Making	60/3/E
'Race', Education and Society	30/3/E
Running the Country	60/2/E
Social Problems and Social Welfare	60/2/E
Third World Development	60/2/E
Working with Children and Young People	30/2/E

RELIGION

Arts Foundation Course	60/1/A
Art, Society and Religion in Siena, Florence and Padua 1300-1400	30/3/A
Beliefs and Ideologies	30/3/A
Culture and Belief in Europe 1450-1600	60/2/A
Fifth-Century Athens: Democracy and City State	30/2/A
The Growth of Religious Diversity: Britain from 1945	60/3/A
Life and Death	60/3/A
Religion in Victorian Britain	30/3/A

SOCIAL STUDIES, APPLIED

Social Sciences Foundation Course	60/1/E
Crime, Justice and Society	60/3/E
Democratic Government and Politics	60/3/E
Economics and Government Policy	60/2/E
Environment	60/2/E
Family and Community History: Nineteenth and Twentieth Centuries	60/3/E
Family Life and Social Policy	60/3/E
Health and Disease	60/2/E
Information Technology	60/2/E
Issues in Deafness	30/2/E
Issues in Women's Studies	60/2/E
Principles of Social and Educational Research	60/3/E
Professional Judgement and Decision Making	60/3/E
'Race', Education and Society	60/3/E
Restructuring Britain	60/3/E
Running the Country	60/2/E
Social Problems and Social Welfare	60/2/E
Third World Development	60/2/E
Understanding Modern Societies	60/2/E
What is Europe?	30/2/A
Working with Children and Young People	30/2/E

SOCIOLOGY

Social Sciences Foundation Course	60/1/E
Beliefs and Ideologies	30/3/E
Exploring Educational Issues	60/2/A
Issues in Women's Studies	60/2/E
'Race', Education and Society	30/3/E
Restructuring Britain	60/3/E
The Shape of the World	60/2/E
Understanding Modern Societies	60/2/E

STATISTICS

Mathematics Foundation Course	60/1/E
Applications of Probability	30/3/E
Elements of Statistics	30/2/E
Principles of Social and Educational Research	60/3/E
Statistical Methods *	30/3/E
Statistics in Society	30/2/E

SYSTEMS

Technology Foundation Course	60/1/E
Complexity, Management and Change: Applying a Systems Approach	60/3/E
Managing in Organisations	30/2/E
Modelling with Mathematics: an Introduction	30/2/S
Working with Systems	30/2/E

PART FOUR

HOW TO BECOME A STUDENT

This section describes how to apply for a place in the Open University's undergraduate programme. The timetable in the panel below shows the sequence of events. The notes on page 46 will help you to complete the application form.

When to apply

You can apply for admission to the Open University's undergraduate programme at any time. The closing date for applications for 1995 is Friday 30 September 1994, but you should send in your application as soon as you can. In many years we receive twice as many applications as the number of places available – so the earlier you apply, the better your chances.

Who can apply

You need no previous educational qualifications. There are only two conditions: you must be 18 or over by the start of 1995, and you must be living in the UK or another European Community country – or, at the University's discretion, elsewhere in Europe – when teaching on the course begins in February 1995.

The University welcomes applications from English-speaking people of all nationalities,

regardless of race, gender, sexual orientation, age, occupation, marital status, sensory or physical disability, religious or other beliefs. Its open admissions policy reflects a commitment to equal opportunity of access to study.

The only factors which affect the offer of a place are how early you apply and the number of places available.

If you are a full-time student elsewhere, however, we will need the written approval of an officer of your institution before we can admit you.

Foundation courses

At the time this *Guide* went to press, the current regulations were that a BA or BSc degree must include 60 points at foundation level, so your application must specify which of the five Open University foundation courses you are prepared to study in 1995.

These regulations will change in the near future to make it possible for

those who have suitable previous experience of higher education to enter our undergraduate programme at a different level. If you are interested in this possibility, apply under our present regulations but complete Question 18b on the application form and we will send you full details as soon as they are available. We advise most people, however, that there are significant benefits in taking a foundation course, even if you are already familiar with the subject matter, in terms of acquiring the study skills appropriate to the OU style of teaching.

One foundation course or two?

Many new students find it worth taking a second foundation course to ensure a sufficiently broad basis for subsequent study, but this is not compulsory. If you accept a BA or BSc without honours, you will be able to count two foundation courses (totalling 120 points) towards it. For an Honours degree, however, only 60 points at Level 1 are counted.

Into the OU: your timetable

February to October 1994

- ☐ Offers of places for 1995.
- ☐ Accept or decline within one month. Be ready to pay the initial registration fee. (You may have the option of instalment payments if you have applied early enough.)

September 1994

- ☐ Applications for 1995 close 30 September.
- ☐ If there are no places left for 1995, your application will be carried forward for 1996 unless you withdraw it.

September 1994 to January 1995

- ☐ Preparatory material arrives.
- ☐ First batch of course material arrives.
- ☐ Your tutor-counsellor makes contact.
- ☐ Initial meeting with other students.
- ☐ Buy additional textbooks, calculators and other specified materials.

February 1995

- ☐ Foundation course teaching starts.
- ☐ Choice of residential school weeks and venues offered – contact your LEA (in the UK) or other potential sponsors.

March 1995

- ☐ You will be asked whether you want to continue your studies after the initial period for which you have paid. If you do, arrange to pay the final tuition fee, by instalments if you wish.

April 1995

- ☐ On final registration you become liable for the residential school fee – which can also be paid by instalments.

May 1995

- ☐ Detailed information about 1996 courses arrives, so that you can choose what you want to study in your second year.

Mid-July 1995

- ☐ Residential schools begin and run until September.

October 1995

- ☐ You sit your exam.

Late December '94 / early January '95

- ☐ Course results arrive, with offer of your next course.

Thus, if you do take two foundation courses, you will need a total of 420 points before you are eligible for Honours.

If you intend to take two foundation courses you need not take both in your first year; indeed we generally advise against doing so. Most students choose to do only one course in their first year.

Higher level courses

When you have passed a foundation course you can go on to take courses at higher level. If you intend to take two foundation courses, however, you should aim to complete both early in your degree.

You need to pass a foundation course within four years of study, otherwise the University may cancel your registration as an undergraduate student.

Credit for previous study

If you have previously completed study elsewhere at higher educational level you may want to apply to transfer credit towards your Open University degree.

Credit transfer reduces the number of OU credit points which you need to gain for a degree. It does not exempt you from specific OU courses, although it may prevent you from taking those with a significant overlap of content.

The number of credit points awarded varies according to the amount of eligible study which you have successfully completed. We need to see the details of what you have studied before we can decide the exact credit rating. This will be in 30-point steps.

There are two distinct schemes for the transfer of credit:

Basic rate transferred credit can be awarded to those who have successfully completed some study at higher educational level – that is, **above** GCE A level, Scottish Highers, ONC, Abitur or Baccalaureat. The award is based on the period of study and is at the rate of

60 points for each full-time academic year or its part-time equivalent. Awards are currently made in steps of 30 points, up to a maximum of 180 points.

Full-rate transferred credit is based on a series of joint agreements between the Open University and other institutions, which are intended primarily to help students move from one institution to another part-way through a degree. We currently have such agreements with the majority of other UK universities, and with a number of other colleges and higher education institutions for whom the Open University is itself the validating authority.

The scheme covers only incomplete first degrees, so it will not apply to you if you are a graduate of another university. The rate of award is 120 points for each year of full-time study up to a maximum of 240 points.

Full-rate awards will exclude you from studying OU courses with a significant overlap of content.

Details of credit transfer schemes are given in a leaflet available from our Enquiry and Admission Services. There is a box on the application form which you can use to request further information, together with a claim form. If you wish to be considered for full-rate credit transfer you will need to submit a claim by mid-August 1994 to give us time to process it for 1995.

How places are allocated

The number of places on each foundation course is subject to constraints such as the availability of tutors and accommodation. In the UK we also try to ensure that each region of the country receives a fair share of the places available. The main criterion, however, is the date you apply: the earlier your application is received the better your chance of being offered a place for 1995.

We shall start offering places in February/March 1994. By the end of July the majority of offers will have been made. Depending on how many offers are taken up, more may be made at intervals – until October.

Your application will be acknowledged, either by a letter telling you what the position is, or by the offer of a place.

Help and advice is available at the end of a telephone line – from any of our Enquiry and Admission Services

You will be given a personal reference number, and you should always quote this when you write to us.

If you apply and hear nothing for four weeks, contact your Enquiry and Admission Service to check that your application has been safely received.

If you are too late to get a place for 1995, your application will be carried forward (unless you tell us that you want to withdraw), and you will get precedence over new applicants for 1996 without having to fill in another application form.

Registration

From the date the offer is made you are given a few weeks to decide whether to accept or not. If you accept the offer you become initially registered as an undergraduate student and liable to pay the initial tuition fee.

If you need help or advice either before or after accepting an offer, contact your Enquiry and Admission Service.

Your initial fee entitles you to tuition and support services until April 1995. By then you must decide whether you wish to continue for the rest of the year or not. If you continue you have to pay the second part of the tuition fee, and at this stage you will be finally registered as an undergraduate student of the Open University, and therefore eligible to take courses towards your degree in future years.

Keeping us informed

If you change your address we need the details in writing. Preferably use the postcard enclosed with this *Guide* and be sure to quote your personal reference number. Send the details to your current Enquiry and Admission Service, i.e. the one to which you sent your application form.

If you change your name the University needs written notification supported by the original certification (marriage certificate, deed poll etc). You can wait until you are initially registered to do this.

If you decide to withdraw, again we need written confirmation as otherwise you will become liable for fees. A card is enclosed for this purpose. Contact your Enquiry and Admission Service before taking this step if you have any doubts.

If you need advice

If you have any doubts or questions about applying, don't delay – contact your Enquiry and Admission Service now (addresses pages 42-45). Our advisers will be pleased to discuss your study plans with you and help you make a decision.



Tuition fees

When you accept the offer of a place you also accept liability to pay the initial tuition fee within the timescale given.

In March 1995 you will be invited to complete final registration. Payment of the final tuition fee will entitle you to complete your 1995 course(s). As a finally registered undergraduate you will also be guaranteed registration for further courses in subsequent years.

Accepting final registration also commits you to payment of residential school fee(s) – see below.

If you decide that studying for a degree with the Open University is not for you, you can choose not to accept the offer of final registration.

This is also the point at which, if you initially registered for two courses, you can decide whether to continue with just one. If you withdraw from the second you will only be liable to pay the final tuition fee and residential school fee for one foundation course.

Residential school fees

Each foundation course requires attendance at a week's residential school. So also do *Modelling with Mathematics: an Introduction* (TM282) and *An Introduction to Calculus* (MS284).

The residential school fee includes the cost of tuition and board and lodging charges. You will be asked to pay by June 1995. Please note that if you take two courses in your first year you will be expected to attend and pay for two residential schools.

If you have acceptable reasons for not attending residential school and obtain excusal in good time (see page 10) you will normally not be liable to pay the fee.

Getting financial help

Studying with the Open University costs money, as it does with any other university. Although full-time students in higher education in the UK are entitled to grants from local authorities to pay their fees, and sometimes their living costs, part-time students are expected to pay their own way.

If you are in employment and earning a reasonable income, Open University fees are at a level which should not present too great a problem, particularly if you choose to pay them by instalments – but we know that those who are unemployed, or on a very low income, may have real difficulties. In the UK there are a number of possible sources of financial awards, which are outlined below. Elsewhere in Europe you will need to seek local sources of support. Your nearest Enquiry and Admission Service is a good starting point.

In the UK, some local authorities offer help to part-time students, at their discretion, and subject to their own financial situation. They may pay all or part of the cost of Open University residential schools, or travel to such a school. Some pay part of course tuition fees, though most do not. You should investigate this source of support as soon as you are offered a place for 1995.

There are other possible sources of financial support for Open University students. Employers will often pay

course fees, particularly when the subjects studied are relevant to your work. Some training grants may be applicable, too, and you should consult the appropriate agencies for advice on current legislation and availability.

If you live in the UK and cannot get support from a local authority or your employer, the Open University itself may be able to help. It has limited funds for which you can apply if you are receiving unemployment benefit or if your household income is being supplemented by family credit or income support. If you receive an award from the Open University under this scheme you will have to make a small contribution – the sum is £25 in 1994 – and the University pays the rest of your fees.

A leaflet called *Financial Support for Open University Study* is available from our Enquiry and Admission Services; contact them direct or use the appropriate box on the application form to indicate that you want information about financial awards from the University.

If you are not eligible for any of these financial awards, there are loan schemes available from some banks and other financial institutions. You can also pay fees by credit card.

Instalment payment facilities are normally available for most OU fees, allowing you to spread payments over an extended period. This method can be used for both initial and final tuition fees, and for the residential school fee.

Home experiment kits

Some courses require the use of home kits containing apparatus and materials. At foundation level the only such course is *A Science Foundation Course* (S102).

Students are asked to take care of this equipment and return it to the University in good condition. In your registration agreement, therefore, you indemnify the University against any loss or damage that may occur, and undertake to return the kit in good time, so that it can be issued to another student the following year.

Home computing

Some courses require access to a suitable microcomputer. At foundation level the only such course is *Living with Technology* (T102). A limited number of machines are available for hire to UK students only, but if you are not allocated one of these you will need to make your own arrangements. Some applicants may already have access to a



Residential schools are hard work – but they can be enjoyable, too.

Studying rock samples on a geology course.



Comparing results after a residential school project



suitable computer: the specification required is outlined on page 20. Full details will be sent to you if you are offered a place for T102. You need not take any action before then.

Fee levels

Fees for 1995 courses had not been decided when this *Guidewas* printed in the summer of 1993. To give you a general indication the 1994 figures are as follows:

For a foundation course	In the UK	Republic of Ireland	Rest of Europe
Initial tuition fee:	£136	£327.50	£350
Final tuition fee:	£132	£327.50*	£350*
Residential school fee:	£195	£195	£195
Total fees in year:	£463	£850	£895

**Fees for the Science foundation course are slightly higher outside the UK.*

Bear in mind that inflation is likely to increase the 1995 fees above these levels.

If you also take one of the maths 30-point courses, the initial and final registration fees for it will be about half those indicated above, but you will have to pay the full cost of the second residential school.

Remember that you also have to budget for such things as stationery, postage, travel, a calculator or home computer if required, and additional textbooks if specified.

Actual fee levels for 1995 will be announced during 1994, and you will be told what they are when you are offered a place.

Withdrawals and fee refunds

In the time between accepting a place and starting the course, your personal circumstances may change in a way

that makes study difficult. If this happens and you feel you must withdraw, please write to your Enquiry and Admission Service as soon as possible. Withdrawal will not count against you or affect your chances of getting a place in a future year, but you will have to apply again when you are ready to begin your studies.

The University does not carry fees forward from one year to another. If you decide to cancel your registration or postpone the start of your studies, the fee position is as follows:

Until end September 1994 – Any fees you have paid will be automatically refunded, less a cancellation charge of 15% of the initial tuition fee.

During October 1994 – As above, but the cancellation charge will be 30%.

November 1994 to 15 January 1995 – As above but the cancellation charge will be 65%.

The cancellation charge is made to cover part of the costs the University incurs in preparing for you to become a student. You will therefore be liable for the cancellation charge even if you have made no payments by the date of your withdrawal.

As you can see, the later you leave a decision, the more expensive it becomes both for you and the University. We advise you to consult your Enquiry and Admission Service as soon as possible if you have any uncertainties about your registration.

If withdrawal is forced on you by something outside your control – for example, by serious illness or a close family bereavement – the University will be sympathetic in adjusting the amount of cancellation charge it makes. You should give brief details of any such circumstances in your letter of withdrawal.

A students' charter

In May 1993 the Government issued a consultation text entitled *Charter for Higher Education*. This is a further step in the policy of creating consumer charters, and it sets out what students have a right to expect from the institutions which teach them.

Much of the draft text is concerned with such things as the standard of student accommodation and the facilities of laboratories and lecture theatres – things which are important to full-time residential students but which are not applicable to home-based study. However, other aspects of the text are very much in line with what the Open University already seeks to practise.

The OU Students Association has produced a draft which is currently being discussed. This will form the basis of an OU Students Charter reflecting both the Government initiative and the special circumstances of the Open University. The main object will be to set out your rights to:

- ☐ accurate information about courses and programmes of study;
- ☐ efficient and prompt handling of your application;
- ☐ advice and guidance to help you make sensible choices;
- ☐ high-quality course materials and tuition;
- ☐ timely provision of all the elements of a course;
- ☐ prompt response to any complaint you may have;
- ☐ equal treatment at all times, irrespective of your age, gender, occupation or ethnic background.

PREPARATION: WHAT TO DO BETWEEN NOW AND NEXT FEBRUARY

Some people are fairly confident of their abilities as they approach their first OU course, others are more nervous. If you are in the second category, remember that every year OU students prove that people without formal qualifications can succeed in higher education.

Getting ready

If you have not studied for a while, some time spent practising your learning skills will help you to get more out of your course.

A few months before you start your course you will be sent a preparatory package. Working through this may be enough to brush up your skills. For some courses a diagnostic quiz is included to help you check on your maths; if improvement is needed there are specially produced booklets to help.

Practice in critical reading and note-taking is never wasted, and there are many ways you can build this into your existing activities as part of your preparation. For example, in addition to reading books, newspapers and magazines for pleasure and information, you can also begin to think critically about their contents, and to make notes about the main points. You could try extending your reading to include types of books and articles you have not tried before.

One way of getting back into the habit of writing is to do a short commentary on something you have read, or on a topic you feel strongly about.

Advice on these activities is included in the preparatory packs.

Television and radio

If you are able to receive BBC broadcasts you may find it useful to watch and listen to some of the OU television and radio programmes for the foundation course you intend to study. In January we publish a *Study Calendar* for each course giving details of the transmission times throughout the year. You can get a copy of the *Study Calendar* for your course from the Central Enquiry Service (address on inside back cover). Many of the programmes broadcast in 1994 will be the same in 1995.

A word of warning – if you tune in to OU broadcasts at random, you may encounter third-level maths or philosophy, which might be rather demoralizing before you have even begun your first course! You will find the foundation course broadcasts much more accessible.

There are also a number of programmes called *Open Advice* made specially for applicants. These will be broadcast at intervals throughout 1994; details are available from the Central Enquiry Service.

Using the Enquiry and Admission Services

If you want more help, contact your nearest Enquiry and Admission Service. They may provide booklists or advice sheets on studying; details of suitable local courses; and information on correspondence courses.

Correspondence courses

These can be expensive and many are not relevant to OU study. We suggest you seek advice from the Enquiry and Admission Service before committing yourself.

The National Extension College is a non-profit-making organization which provides a range of courses of interest to those intending to study with the OU. They are at two levels: returning to learning courses and preparatory courses. You can enrol at any time, but you will need six to eight months to complete one of the preparatory courses. For further information contact:

National Extension College
18 Brooklands Avenue
Cambridge CB2 2HN
Telephone 0223 316644

Study skills

Below is a check list of some of the skills you will need to develop as an undergraduate. Be reassured that few students, even very successful ones, would claim to be thoroughly confident in all these areas!

- ☐ Concentrating for sustained periods
- ☐ Organising your own time
- ☐ Reading with the intention of retaining information
- ☐ Remembering key concepts
- ☐ Analysing and evaluating arguments and theories
- ☐ Planning and writing essays

- ☐ Making concise notes from books, articles, broadcasts and discussions
- ☐ Expressing your ideas in a group
- ☐ Using simple statistics, graphs, and maps
- ☐ Using simple algebra (on maths, science and technology courses)
- ☐ Seeking help when faced with a problem

The preparatory materials and the foundation courses themselves are designed to help you develop these techniques. *The Good Study Guide* by A. Northedge (one of the Social Sciences Foundation Course set books) is helpful in developing study skills for any foundation course.

Living in a Changing Society

If you would like to 'dip your toe' into study before you embark on a full-length Open University foundation course, this series could be an ideal introduction.

Living in a Changing Society is a set of study packs, each completely self-contained, dealing with different aspects of modern British society. You can take as many or as few as you like, in any order. In many parts of the UK you can join with other people for group discussions, to share your ideas and reactions to the course materials.

The main topics are psychology, sociology, politics, geography and economics – the same 'disciplines' as appear in the Social Sciences foundation course. However, the texts are short and simple, and each is supplemented by an audio tape and other material. Each pack will take about 20 hours of study. The *Good Study Guide* by Andrew Northedge is used to complement the packs.

Accreditation is available through the National Open College Network to those who register with either the National Extension College or their local college or WEA branch.

At a cost of £12 each, the *Living in a Changing Society* packs are an ideal taster as a preliminary to any of the OU foundation courses, or indeed for any study at higher educational level.

Details are available on request from our Regional Enquiry and Admission Services.



The materials in *Living in a Changing Society* are ideal for group work

The Good Study Guide

This paperback book was written by Andrew Northedge in collaboration with the Social Sciences Faculty. It is used as a set book for the *Social Sciences Foundation Course* and forms part of *Living in a Changing Society*. It is also used by many other universities and colleges.

Among other things it tells you how to read with concentration and understanding; how to write fluently and forcefully; how to develop flexible note-taking; how to handle numbers confidently; and how to prepare for exams.

Available from bookshops at £6.99.



Into Science

This introductory pack has been developed to help people prepare for studying science courses at degree level, with the Open University and elsewhere.

It consists of a series of twelve modules, written to be easily understood by people from all backgrounds, regardless of previous educational experience or scientific knowledge. Study skills such as active reading and clear writing are introduced as you work through the modules. They take a progressively longer time, from three hours for the first to about twelve for the last one. Taken in sequence they amount to a structured course lasting ten to twelve weeks.

Exercises and questions are included, and the pack includes two computer-marked assignments with instructions on registering with the Open University to submit these and get feedback.

Each module focuses on a topic or theme of everyday concern, such as the Channel Tunnel, or global warming. The pack costs £36, with reductions for bulk orders. Modules are not available separately.

Details are available from our Enquiry Services.

Living Arts

Coming soon is a set of study materials which will appeal to anyone with an interest in the arts – reading, listening to music, looking at pictures, watching films. The modules follow the highly successful approach of *Living in a Changing Society*, and will be a useful preparation for anyone thinking about studying arts subjects at degree level.

The six modules are called *Words*, *Sounds*, *Images*, *Moving Images*, *Places* and *Ideas*. Each is self-contained and consists of a study booklet with supplementary material either on audio cassette or in printed form.

Details will be available from early 1994 from our Enquiry Services.

A Portfolio Approach to Personal and Career Development

This Open University study pack is intended to help people to realise their potential, whether for personal fulfilment or to develop a career.

Working through the pack involves building a 'portfolio' or personal record of your own knowledge, skills and experience. In doing this you analyse your personal strengths and weaknesses, and establish your aspirations and objectives.

The pack includes a workbook, a resource book, an audio cassette and the looseleaf portfolio, and the work can include a project of your own choice. You are entitled to advice from your nearest Open University Regional Centre. You can also register for assessment and submit assignments for marking by your personal tutor. Successful completion of the assessment leads to a Certificate in Personal and Career Development.

Here are three quotes from people who have used the pack:

"It's improved my self-esteem. Suddenly I realised that I did have a lot to offer, when I presented it in the right way. Instead of feeling in a rut, it's made me do something practical about getting out of it."

"It has helped me to structure my existing studies and look at how I could better handle my study in future."

"The fact that it isn't geared to any particular academic discipline means that it's useful for people working in any field. The analytical and planning skills do not vanish when the final assignment is posted. They stay with you."

Further information can be obtained from Enquiry and Admission Services.



A marvellous moment for the whole family – Mum's got her degree and they can all share in her sense of achievement



WHAT ELSE YOU CAN STUDY WITH THE OPEN UNIVERSITY

This *Guide* is about the undergraduate programme leading to BA and BSc degrees. However, the Open University has a very wide range of other programmes, courses and study packs. Before you make a decision, you may want to consider some of these other aspects of the OU. The main possibilities are outlined below.

Undergraduate diplomas

For a shorter and more specialised programme of study than a full degree, you may be interested in one of the range of undergraduate diplomas which are being introduced from 1994.

Diplomas are likely to include subjects such as *Computing*, *European Humanities*, *Psychology*, *Pollution Control* and *Applied Social Sciences*. Details will be announced in the near future.

Higher degrees and postgraduate study

If you already have a first degree or equivalent qualification, you could consider taking a higher degree with the Open University. We offer Taught Master's (MSc) degrees in *Mathematics*; in *Manufacturing: Management and Technology* and in *Computing for Commerce and Industry*. There are also an *MA in Education*, an *MBA*, and opportunities for part-time and full-time research study leading to *BPhil*, *MPhil* and *PhD* degrees.

If your ambition is to teach you may be eligible for the OU's innovative part-time *Postgraduate Certificate in Education*. This combines distance-learning methods with practical classroom experience in participating schools and takes 18 months.

The Open Business School

Britain's largest management training institution, an integral part of the Open University, offers a range of courses at various levels. They can be taken individually for practical management training or in modular combinations leading to the award of a *Professional Certificate in Management*, a *Professional Diploma in Management*, or an *MBA* (Master of Business Administration) degree.

Other courses and study packs for professionals

A wide range of single courses, certificates, diplomas and postgraduate qualifications for those working in commerce and industry, education, health and the social services.

Courses and study packs for personal interest

Many of the nine-month courses in the BA and BSc degree programme can be taken individually for their subject interest, without the need to register for a full degree. (Different funding arrangements mean that higher fees are charged for courses taken in this way.)

There are also self-contained study packs in art history, computing, literature, music, the environment and religion.

Community education

Study packs and books covering aspects of everyday life such as pregnancy, child development, health, retirement, and community matters.

Return to study materials

If you are returning to study after a long break, or are unsure about how you will cope with university-level courses, we have access and preparatory materials which will help to get you started. These are described under *Preparation* on pages 38-39 of this brochure.

Further information

We have a range of brochures giving details of each of these programmes of study, as well as a general booklet called *Studying with the Open University*. If you would like to have any of these other brochures, for yourself or a friend, use the request card enclosed or contact any of our Enquiry and Admission Services (see pages 42-45).

Practical arts courses

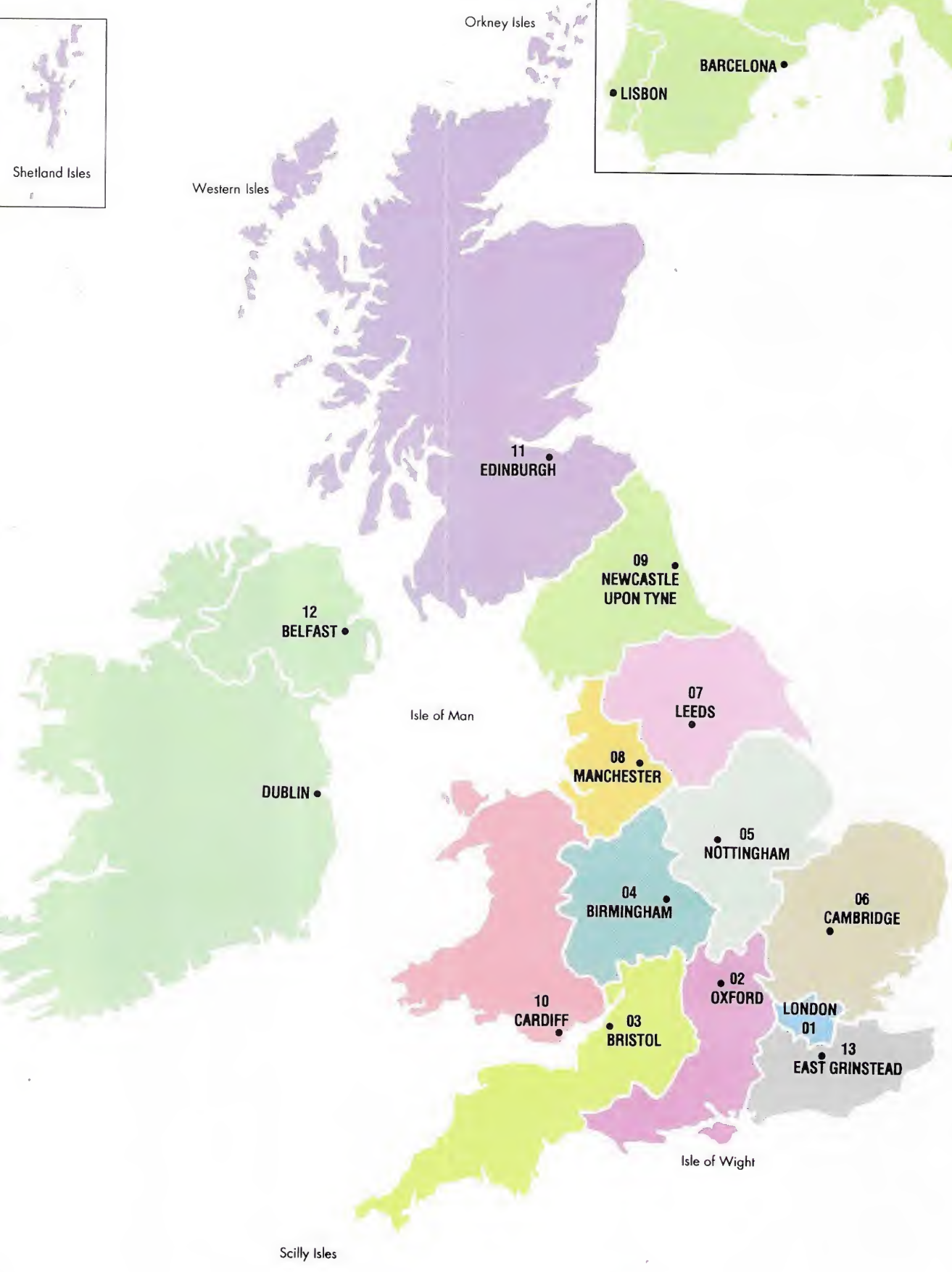
Affiliated to the Open University is the Open College of the Arts, which uses similar teaching methods to offer a range of practical courses in such subjects as painting, sculpture, photography, garden design, textiles, creative writing and music. A brochure is available from the College, whose address is

Enquiries Office (Dept OU/UG),
Open College of the Arts,
Houndhill,
Barnsley,
South Yorkshire S70 6TU.

The College's telephone number is 0226 730495.



**Regional Centres and
Enquiry and Admission Services**



REGIONAL CENTRES AND STUDY CENTRES

The University's regional structure is shown on the map opposite. Regional Centres provide local services for enquirers, applicants and students, both in the UK and elsewhere in Europe.

When you fill in your application form you will need to refer to the list of study centres on the following pages and choose the one most convenient for you. This will determine to which Regional Centre (or local co-ordinator in mainland Europe) you should send your application. That address is also the one providing an Enquiry and Admission Service from which you can seek any further help or advice you may need.

As demand and availability of premises vary, there may be some changes in study centres before 1995. We will advise you in good time if you are affected by any such change.

Enquiry and Admission Services

Every Regional Centre has an Enquiry and Admission Service staffed by experienced advisers. They will be pleased to offer you personal guidance – by letter, by telephone, or, if you can travel to the Regional Centre

after first making an appointment, in an informal chat. Each Enquiry Service can provide information on most aspects of studying with the OU and help you think through your own needs and options.

REGION 01 LONDON

The Open University
London Region
Parsifal College
527 Finchley Road
LONDON NW3 7BG
Tel 071-433 6161

Area covered

Greater London

Study centres

008 Acton W3
225 Birkbeck*
002 Bloomsbury
WC1†
022 Carshalton
227 City EC1
016 Cranford
(Hounslow)
007 Croydon
228 Eltham SE9
010 Enfield
(Southgate) N14
012 Harrow
014 Havering
001 Hendon NW4
017 Kingston upon
Thames
231 LSE
020 Mile End E1
234 New Cross SE14
233 Norwood SE19
005 Orpington
235 Paddington NW1
238 Pimlico SW1
229 Strand WC2
337 Surbiton*
011 Tottenham N15
021 Twickenham
237 Wandsworth
SW15
226 West Hampstead
NW3
230 Westminster
Univ.

* daytime tutorials only.
(Some other London
study centres may also

offer daytime tutorials
in addition to evenings.
†A102 and D103 only

REGION 02 SOUTH

The Open University
South Region
Foxcombe Hall
Boars Hill
OXFORD OX1 5HR
Tel 0865 328038

Area covered

Berkshire,
Buckinghamshire,
Channel Islands,
Dorset, Hampshire,
Isle of Wight,
Oxfordshire, part of
Wiltshire

Study centres

025 Abingdon
026 Aylesbury
027 Banbury
028 Basingstoke
030 Bournemouth
031 Bracknell
305 Fareham
037 Farnborough
306 Guernsey CI
307 Havant
040 High Wycombe
303 Jersey CI
054 Maidenhead
029 Milton Keynes
041 Newbury
042 Newport IOW
043 Oxford
044 Poole
045 Portsmouth
046 Reading
048 Salisbury
049 Slough
050 Southampton
053 Weymouth
035 Winchester
055 Witney

REGION 13 SOUTH EAST

The Open University
South East Region
St James's House
150 London Road
EAST GRINSTEAD
RH19 1ES
Tel 0342 410545

Area covered

Kent, Surrey, East
Sussex, West Sussex.

Study centres

052 Addlestone
004 Brighton
023 Broadstairs
032 Camberley
006 Canterbury
033 Chichester
034 Crawley
287 Dartford
292 Eastbourne
036 Ewell
291 Folkestone
018 Gillingham
288 Maidstone
047 Redhill
013 St Leonards
051 Staines
024 Tonbridge
056 Worthing

REGION 03 SOUTH WEST

The Open University
South West Region
4 Portwall Lane
BRISTOL BS1 6ND
Tel 0272 256523

Area covered

Avon, Cornwall, Devon,
Gloucestershire,
Somerset, Scilly Isles,
most of Wiltshire

Study centres

057 Barnstaple
058 Bath
060 Bristol (Clifton)
295 Bristol
(Fishponds)
063 Cheltenham
064 Chippenham
065 Exeter
066 Gloucester
067 Plymouth
068 Redruth
069 St Austell
071 Swindon
072 Taunton
073 Torquay
074 Weston-super-
Mare
075 Yeovil

REGION 04 WEST MIDLANDS

The Open University
West Midlands Region
66-68 High Street
Harborne
BIRMINGHAM B17 9NB
Tel 021-428 1550

Area covered

Hereford and Worcester,
Shropshire, most of
Staffordshire,
Warwickshire, West
Midlands.

Study centres

076 Birmingham
(Harborne)
091 Birmingham
(Selly Oak)
078 Coventry
079 Dudley
080 Hereford
082 Kidderminster
083 Leamington Spa
090 Newcastle under
Lyme
084 Nuneaton
085 Redditch
086 Rugby
087 Shrewsbury
088 Solihull
089 Stafford
092 Sutton Coldfield
093 Telford
094 Walsall
095 Wolverhampton
096 Worcester

REGION 05**EAST MIDLANDS**

The Open University
East Midlands Region
The Octagon
143 Derby Road
NOTTINGHAM NG7 1PH
Tel 0602 240121

Area covered

Most of Derbyshire,
Leicestershire,
Lincolnshire,
Northamptonshire,
Nottinghamshire, South
Humberside, part of
Staffordshire (Burton-on-
Trent area).

Study centres

097 Boston
098 Burton-on-Trent
099 Chesterfield
100 Derby
101 Grantham
102 Grimsby
103 Heanor
104 Kettering
105 Leicester
107 Lincoln
108 Loughborough
106 Louth
109 Mansfield
114 Matlock
110 Melton Mowbray
113 Newark
111 Northampton
112 Nottingham
115 Scunthorpe
109 Stamford
116 Worksop

REGION 06**EAST ANGLIA**

The Open University
East Anglian Region
Cintra House
12 Hills Road
CAMBRIDGE CB2 1PF
Tel 0223 61650

Area covered

Bedfordshire,
Cambridgeshire, Essex,
Hertfordshire, Norfolk,
Suffolk.

Study centres

285 Basildon
117 Bedford
286 Benfleet
118 Bury St Edmunds
119 Cambridge
120 Chelmsford
121 Colchester
304 Cromer
122 Grays Thurrock
123 Great Yarmouth
124 Harlow
239 Hemel Hempstead
125 Hitchin
126 Huntingdon
127 Ipswich
128 King's Lynn
129 Loughton
130 Luton
131 Norwich (Central)
174 Norwich (South)
132 Peterborough

133 St Albans
170 Stevenage
134 Southend
135 Watford

REGION 07 YORKSHIRE

The Open University
Yorkshire Region
Fairfax House
Merion Street
LEEDS LS2 8JU
Tel 0532 451466

Area covered

North Humberside, North
Yorkshire, South
Yorkshire, West
Yorkshire.

Study centres

136 Barnsley
137 Bradford
139 Dewsbury
140 Doncaster
141 Halifax
142 Harrogate
143 Huddersfield
248 Hull (daytime)
144 Keighley
145 Kingston-upon-Hull
146 Leeds
243 Leeds (daytime)
244 Northallerton
147 Rotherham
148 Scarborough
149 Sheffield
258 Sheffield (daytime)
150 Wakefield
151 York
247 York (daytime)

REGION 08**NORTH WEST**

The Open University
North West Region
Chorlton House
70 Manchester Road
Chorlton-cum-Hardy
MANCHESTER
M21 1PQ
Tel 061-862 6824

Area covered

Cheshire, part of
Derbyshire, Isle of Man,
Lancashire, Greater
Manchester, Merseyside.

Study centres

325 Accrington
152 Altrincham
153 Ashton-under-Lyne
157 Blackpool
158 Bolton
162 Chester
163 Crewe
164 Douglas IoM
165 Lancaster
167 Liverpool
180 Macclesfield
168 Manchester
(Central)
327 Manchester
(Cheadle)
169 Northwich
326 Oldham
175 Ormskirk

171 Preston
172 Rochdale
159 Southport
173 St Helens
176 Stockport
177 Warrington
179 Wigan
155 Wirral

Where numbers permit
daytime sessions
(normally Wednesday
afternoon or Saturday
morning) will be available
at the following locations:

330 Chester
334 Liverpool
332 Manchester
(Central)
335 Preston
333 Salford
331 Stockport
(Dalstone)
336 Warrington

REGION 09 NORTH

The Open University
North Region
Eldon House, Regent
Centre
Gosforth
NEWCASTLE UPON TYNE
NE3 3PW
Tel 091-284 1611

Resource centres

Cumbria (Penrith)
Tel 0768 64720
Cleveland
(Middlesbrough)
Tel 0642 816227

Area covered

Cleveland, Cumbria,
Durham, Northumberland,
Tyne and Wear.

Study centres

181 Ashington
251 Berwick*
182 Carlisle
183 Darlington
184 Durham
154 Furness (Dalton)
185 Gateshead
186 Hartlepool
324 Kendal
187 Newcastle
189 South Shields
190 Sunderland
191 Teesside
(Middlesbrough)
193 Tynemouth
192 West Cumbria

* Limited facilities

REGION 10 WALES

The Open University in
Wales
24 Cathedral Road
CARDIFF CF1 9SA
Tel 0222 665636

Area covered

Wales

Study centres

263 Abergavenny
194 Aberystwyth
260 Ammanford
195 Bangor
255 Bridgend
196 Cardiff
197 Colwyn Bay
299 Connah's Quay
257 Harlech
259 Haverfordwest
300 Llandrindod Wells
198 Merthyr Tydfil*
199 Newport (Gwent)
262 Newtown
264 Pontypridd
201 Swansea
203 Wrexham

* limited facilities

REGION 11 SCOTLAND

The Open University in
Scotland
10 Drumsheugh Gardens
Edinburgh EH3 7QJ
Tel 031-225 2889

Area covered

Scotland

Study centres

204 Aberdeen
689 Arran*
205 Ayr
691 Benbecula*
692 Campbeltown*
268 Clydebank
688 Cowal and Bute*
270 Cumbernauld
687 Dornoch*
206 Dumfries
207 Dundee
209 Edinburgh (Napier)
274 Elgin
211 Falkirk
693 Fort William*
686 Fraserburgh*
275 Galashiels
315 Glasgow
(Caledonian
University, City
Campus)
316 Glasgow
(Caledonian
University, Park
Campus)
318 Glasgow (Langside)
276 Greenock
217 Hamilton
215 Inverness
690 Islay and Jura*
216 Kirkcaldy
694 Kirkwall* (Orkney)
695 Lerwick (Shetland)*
210 Livingston
696 Newton Stewart*
697 Oban*
218 Paisley

279 Perth
698 Skye*
219 Stirling
699 Stornoway*
281 Thurso

* Limited facilities

REGION 12 NORTHERN IRELAND

The Open University in
Northern Ireland
40 University Road
BELFAST BT7 1SU
Tel 0232 245025

Area covered

Northern Ireland

Study centres

220 Armagh
221 Ballymena
223 Belfast
282 Coleraine
320 Enniskillen
224 Londonderry
319 Newtownabbey
222 Newtownards
283 Omagh

EUROPEAN SCHEMES

These schemes are administered by the North Regional Centre, with the exception of the Republic of Ireland, which is administered by the Northern Ireland office. Some countries have Open University co-ordinators who can provide further information; these are listed below. Residents of other European countries should contact the North Regional Centre (or in the Republic of Ireland, the Belfast Office.)

MAINLAND EUROPE

(administered by Region 09)

We expect to provide some local tutorial support in the cities listed below. Please choose the code for the location to which you can most conveniently travel. If there is no such centre, choose the country code if there is one, otherwise the nearest centre.

881 AUSTRIA

Open University
Co-ordinator
Salzachstrasse 34/10
1200 VIENNA
Tel and fax (01) 3322426

BELGIUM

Open University
Co-ordinator
Chaussée de Bruxelles
233/4
1410 WATERLOO
Tel and fax (02) 354 9093

Study centres

321 Antwerp
420 Brussels

891 DENMARK

886 FRANCE

Open University
Co-ordinator
22 Place Georges
Pompidou
Appartement 41
92300 LEVALLOIS
PERRET
Tel (1) 47 58 55 14
Fax (1) 47 58 55 25

GERMANY

Open University
Co-ordinator
Wiesbadenerstrasse 143c
61462 KONIGSTEIN
Tel and fax: 06174 24775

Study centres

858 Frankfurt
859 Munich
860 Dusseldorf
887 Rest of Germany

892 GIBRALTER

888 GREECE

ITALY

Open University
Co-ordinator
c/o The British Council
via Manzoni 38
20121 MILAN
Tel and fax 02 7384339

Study centres

851 Rome
852 Milan
889 Rest of Italy

422 LUXEMBOURG

Open University
Co-ordinator
18 Kremesch Oicht
L-7473 Schoenfels
LUXEMBOURG
Tel and fax 32 91 14

THE NETHERLANDS

Open University
Co-ordinator
Postbus 816
3000 AV ROTTERDAM
Tel and fax 010 4113770

Study centres

428 Amsterdam
423 The Hague
322 Utrecht

895 PORTUGAL

Open University
Co-ordinator
c/o The British Council
Rua de São Marçal 174
1294 LISBOA CODEX
Tel 3476141
Fax 3476152

899 SLOVENIA

SPAIN

Open University
Co-ordinator
c/o The British Council
Calle Amigo 83
08021 BARCELONA
Tel (93) 697 3669
Fax (93) 588 7383

Study centres

854 Madrid
855 Barcelona
885 Rest of Spain

SWITZERLAND and FRANCE VOISINE:

Open University
Co-ordinator
ILO
Bureau 641
4 Ch des Morillons
1211 GENEVA 22
Tel and fax
022 788 64 73

Study centres

861 Geneva
862 Zurich
896 Rest of Switzerland

ALL OTHER EUROPEAN COUNTRIES

(and those where no local
co-ordinator is listed)

Enquiry and Admission
Service
The Open University
Eldon House
Regent Centre, Gosforth
NEWCASTLE UPON TYNE
NE3 3PW
Tel 091-284 1611
Fax 091-284 6592

REPUBLIC OF IRELAND

(administered by
Region 12)

Enquiry and Admission
Service
The Open University in
Northern Ireland
40 University Road
BELFAST BT7 1SU
Tel 0232 245025

Study centres

715 Athlone
702 Cork
701 Dublin North
703 Dublin South
717 Galway
716 Kilkenny
704 Limerick
721 Newbridge
722 Waterford

SPECIAL SCHEMES FOR HM FORCES SERVING OVERSEAS

Study centres in Germany and Cyprus are available only for students admitted under the special scheme for members of the Services.

GERMANY

(administered by
Region 04)
Enquiry and Admission
Service
The Open University
66-68 High Street
Harborne
BIRMINGHAM B17 9NB
Tel 021-426 1661

Study centres

410 Gütersloh
411 Hohne
412 Rheindahlen

CYPRUS

(administered by
Region 07)
Enquiry and Admission
Service
The Open University
Fairfax House
Merrion Street
LEEDS LS2 8JU
Tel 0532 451466

Study centres

400 Akrotiri
401 Ayios Nikolaos
402 Troodos

COMPLETING THE APPLICATION FORM

Any personal information you give on the application form will be treated as confidential. We include some questions about your background to help us build up a general picture of the previous educational experience of our students, and to assess how successful our equal opportunities policy is in practice. Some of the information enables us to offer individual advice and support if it is needed.

You **must** answer all those questions with a black box round them. Other questions are optional, although we would like you to answer all of them if you can.

The form is printed on carbon paper, so please open it out fully before you fill it in. Please write clearly and firmly (preferably in block capitals) using a black ball-point pen. Check that the second copy is readable and send **both** copies to your Enquiry and Admission Service. We cannot accept photocopies or faxed copies.

Question 6/7 Address and postcodes

Please give only one address, that to which you want your course material sent.

If you live in the UK, give your postcode in the box provided.

If your address is outside the UK put any postal codes in the main box as part of your address, with the name of your country last, and leave the postcode box blank.

Our computer address record holds only 58 characters including one space between words, so please abbreviate your address if necessary.

Question 9 Release of address and telephone number

Students often find it useful to meet in informal groups to discuss their studies. If you give your permission, your name and address and/or telephone number(s) will be released to other students for this purpose, but not to anyone else.

Question 10 Personal identifier

If you have studied with the University before you should have a personal identifier (e.g. M1234567). This number is unique to you and we ask you to quote it on all correspondence for ease of identification.

If you are new to the University you will be allocated a personal identifier. This will then be used whenever we contact you about your application or offer you a place.

Question 11 Study Centre and Region

Using the list of study centres on pages 43-45, put the code for the centre most convenient to you, and in the second box the next most convenient. The list will also show you the Region administering that centre. Enter the Region code of your first-choice study centre.

Although foundation course tutorials are held at most study centres in the UK, there are sometimes changes beyond our control, and in a few cases it may be necessary to allocate you to your second choice.

Questions 12/13/14 Previous education, occupation and ethnic origin

Please refer to the codes on the next page.

Question 15 Home computing

Of the foundation courses only T102 *Living with Technology* has a home computing component. However, a growing number of post-foundation courses use home computers and if you have access to a machine it is important for us to know whether it takes 3.5" or 5.25" disks. Until you advise us to the contrary we will automatically supply disks to the size specified for all home computing courses you take.

Question 16 Financial awards

If you think you may be eligible for an Open University financial award, you can get further information by answering 'Yes' to this question.

Question 17 Choice of course

Select your course(s) after reading this *Guide* thoroughly, and in particular pages 18-23. If you need advice before making a decision please contact your Enquiry and Admission Service.

You can apply for:

- either* one foundation course;
- or* a) one foundation course (other than M101) together with either TM282 or MS284;
- b) two foundation courses

Please use the course codes as given on pages 19 to 23. Do not attempt to give second choices. If your first choice is no longer available when your application is accepted, you will be contacted by the Enquiry and Admission Service, and if there are places on other courses you can discuss your options then.

Question 18a Credit transfer

Credit transfer enables you to obtain credit for specified study completed elsewhere (see page 35). A claim form

will be sent to you automatically if you tick the YES box. Note that forms will not be despatched until after January 1994, and that the credit transfer process is quite separate from the offer of places.

Question 18b Post-foundation entry

New regulations are being introduced to make it possible for those who have appropriate previous educational experience to enter the Open University at Level 2. If you would like information about the detail and timing of these changes, tick this box. However, if you want to begin your studies in 1995 you should still choose a foundation course.

Question 20 Studies undertaken since school

This information will help us advise you about preparation. It will not affect your chance of being offered a place. Please indicate:

- the approximate date of study
- the level of study/qualifications obtained
- the mode of study (full or part time, by correspondence etc)
- whether you studied for professional or vocational reasons.

Question 21 Disabilities

Our policy is to help students with disabilities if at all possible – see page 12. The earlier we are aware of your requirements the better. If you think you may have difficulty getting to tutorials, or residential school, or in dealing with any aspect of the course, please let us know by completing the box provided. We will then contact you to discuss your requirements in more detail.

Signing the form

Please ensure that you sign the form, and that you have answered all the compulsory questions.

Where to send the form

Send your application form to the Enquiry and Admission Service you selected in question 11. In the UK this will be one of our Regional Centres. In those European countries where a local OU co-ordinator has been appointed, send it to that address; otherwise to the appropriate UK Regional Centre.

Write **UNDERGRADUATE APPLICATION** on the bottom left hand corner of the envelope. This will enable us to give it the earliest possible attention.

If you want confirmation that your application has been received, fill in the separate acknowledgement postcard with your name and address, add a stamp for delivery to your country of residence, and send it with your application form.

Question 12

Education codes

- A No formal educational qualifications
- B CSE (other than grade 1), RSA or school-leaving certificate
- C CSE grade 1, GCE O-level, SCE O grade, GCSE, school certificate or equivalent, BEC general certificate or diploma - in one to four subjects
- I CSE grade 1, GCE O-level, SCE O grade, GCSE, school certificate or equivalent, BEC general certificate or diploma - in five or more subjects
- D GCE A-level, SCE H grade, higher school certificate or equivalent - in one subject
- V GCE A-level, SCE H grade, higher school certificate or equivalent - in two or more subjects
- E ONC/OND, BEC, BTEC, SCOTBEC and SCOTVEC national certificates and diplomas, TEC and SCOTEC certificates and diplomas
- F HNC/HND, BEC, BTEC, SCOTBEC and SCOTVEC higher national certificates and diplomas, TEC and SCOTEC higher certificates and diplomas
- G Teacher's certificates or equivalent
- H University diploma or equivalent based on at least one year's full-time study (includes diploma in higher education)
- J First degree of CNA or university
- K Postgraduate degree
- L Professional qualification below A-level equivalent
- M Professional qualification : A-level equivalent but not degree-level
- N Professional qualification: degree equivalent or above

Question 13

Occupation codes

Situation codes (question 13a)

What best describes your current situation? Select one or two codes and write them in the appropriate boxes. (Eg If you are working for an employer part-time and looking after the home, write 'B' in the first box and 'E' in the second)

- A Working for an employer full-time (more than 30 hours a week)
- B Working for an employer part-time (one hour or more a week)
- C Self-employed, employing other people
- D Self-employed, not employing other people
- E Looking after the home or family
- F Retired from paid work
- G Doing unpaid voluntary work
- H On a government employment or training scheme
- I In full-time education
- J Unable to work because of long-term sickness or disability
- K Unemployed and looking for a job
- L Other

Occupation codes (question 13b)

What is your current job? (If you are not currently in paid work, what was your last paid job?) Select one code and write it in the appropriate box.

A Corporate managers and administrators

General managers and administrators in national and local government, large companies and organisations, education, trade unions, professional bodies and charities. Production managers in manufacturing, construction, mining and energy industries. Sales, O and M, personnel, computer systems, bank managers. Company secretaries and financial managers. Civil Service executive officers. Transport and warehouse managers. Officers in armed forces. Police inspectors and equivalent

ranks in the fire, prison and customs and excise services.

B Managers/proprietors in agriculture and services

Owners and managers in farming, horticulture, forestry and fishing. Managers and proprietors of shops, garages, hotels, pubs, cinemas.

C Science and engineering professionals

Scientists, engineers and technologists holding a degree or equivalent qualification.

D Science and engineering associate professionals

Laboratory, engineering, electrical, architectural, building and other scientific technicians. Draughtspersons, building inspectors. Quantity, marine and insurance surveyors. Computer analysts and programmers.

E Health professionals

Doctors, dentists, pharmacists, ophthalmic opticians, vets.

F Health associate professionals

Nurses, midwives, radiographers, physiotherapists, chiropodists, dispensing opticians, medical technicians, dental auxiliaries. Psychotherapists, occupational, speech and other therapists. Environmental health officers.

G Teaching professionals in schools

Teaching professionals in special, nursery, primary and secondary schools.

H Teaching professionals in further and higher education

Lecturers in colleges, polytechnics, universities.

I Other teaching professionals

Education officers and school inspectors. Private teachers. Teachers of non-academic subjects at evening classes.

J Other professionals

Judges, barristers, solicitors. Chartered and certified accountants. Actuaries, economists, statisticians. Management consultants. Architects, town planners. Building, land, mine and 'general practice' surveyors. Librarians, curators. Social scientists, clergy, social workers, probation officers.

K Other associate professionals

Barristers' clerks, conveyancers, legal executives. Valuers, underwriters, stockbrokers, taxation experts, personnel officers, O and M officers. Houseparents, welfare, community and youth workers. Writers, artists, designers, actors, directors, musicians, photographers. Athletes and sports officials. Information officers, vocational trainers, careers advisers, driving instructors. Safety officers. Inspectors of factories and other statutory inspectors. Ship and aircraft officers. Air traffic planners and controllers.

L Clerical occupations

Civil Service administrative officers and assistants. Local government clerical officers and assistants. Numerical clerks and cashiers. Filing and general clerks. Stores and despatch clerks, storekeepers. Computer operators. Office machine operators. Tracers, drawing office assistants.

M Secretarial occupations

Secretaries, personal assistants, typists, word-processor operators. Receptionists, telephonists, telephone, radio and telegraph operators.

N Skilled construction trades

Skilled workers in the construction trades. e.g. bricklayers, glaziers, painters, decorators, scaffolders, carpet fitters.

O Skilled engineering trades

Skilled workers in the following trades: metal machining, fitting, instrument making e.g. lathe setter, toolmaker; electrical/electronic e.g. electricians, telephone fitters, computer engineers.

P Other skilled trades

Skilled workers in the following trades: metal forming e.g. plumbers, welders, riveters; vehicle e.g. motor mechanics, panel beaters, tyre fitters; textile e.g. weavers, tailors, shoe repairers; printing e.g. compositors, printers, book binders; woodworking e.g. carpenters, joiners, pattern-makers; food preparation e.g. bakers, butchers, fishmongers; other crafts and skilled trades e.g. dental technicians, gardeners, office machinery mechanics, face trained coalminers.

Q Security and protection occupations

NCOs and other ranks in armed forces. Police officers (sergeant and below). Equivalent ranks in the fire, prison and customs and excise services. Traffic wardens, security guards.

R Personal service occupations

Chefs, waiters, bar staff. Travel attendants. Assistant nurses, ambulance staff, dental nurses. Nursery nurses, play group leaders, educational assistants. Hairdressers, beauticians. Housekeepers, caretakers, dry cleaners.

S Buyers, brokers and sales representatives

Buyers, purchasing officers, importers and exporters, air commodity and ship brokers, sales representatives, auctioneers, demonstrators, insurance agents.

T Other sales occupations

Sales assistants, check-out operators, forecourt attendants, door-to-door salespeople, market traders.

U Industrial plant and machine operators, assemblers

Workers operating plant or machines involved in the processing of food, drink, textiles, chemicals, paper, plastics, metal etc. Assemblers, line workers, inspectors, packers.

V Drivers and mobile machine operators

Lorry, crane, taxi drivers. Train drivers, inspectors, guards. Bus drivers, conductors, inspectors.

W Other occupations in agriculture, forestry and fishing

Farm workers, shepherds, tractor drivers, stable hands. Fishermen/women. Forestry workers, lumberjacks.

X Other occupations

Labourers. Fitters' mates. Road construction workers. Dockers. Postal workers. Messengers. Kitchen porters. Window cleaners. Car park attendants.

Y Never had a paid job

Question 14

Ethnic origin codes

Asian codes

Asian - British = E
Bangladeshi = C
Chinese = D
Indian = A
Pakistani = B
Asian - other = F

White codes

White - British = L
White -
other European = N
White - other = P

Black codes

Black - British = J
Black - African = H
Black - Caribbean = G
Black - other = K

Others

Any other ethnic group = R

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UNIVERSITY ADDRESSES

Regional Centres

The University's thirteen Regional Centres provide a service to enquirers, applicants and students throughout the UK and the rest of Europe. Each Regional Centre operates its own Enquiry and Admissions Service, and these are the principal source of personal advice for applicants and new students. In addition several regions have sub-centres in the UK and local offices in other European countries which also offer information and advice. Refer to the map on page 42 for the locations of all of these, and to pages 43-45 for their addresses and telephone numbers.

Central departments

The Open University's headquarters are at Walton Hall, Milton Keynes, where the central academic and administrative staff are based. There is also a Central

Enquiry Service which can provide information on the full range of Open University study opportunities. In seeking information please use the following box numbers and postcodes:

General enquiries about the range of educational opportunities offered by the Open University:

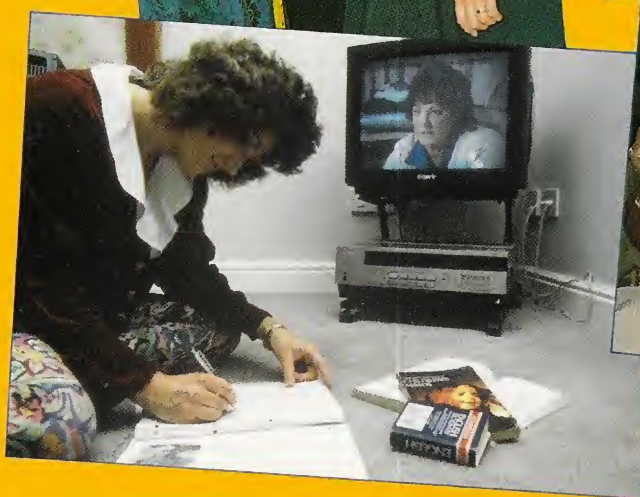
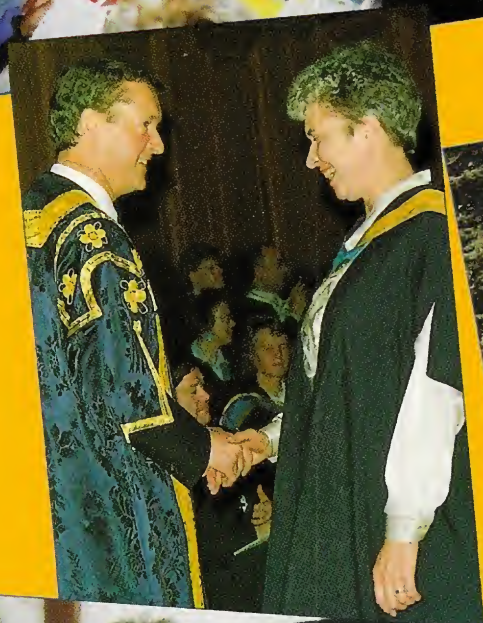
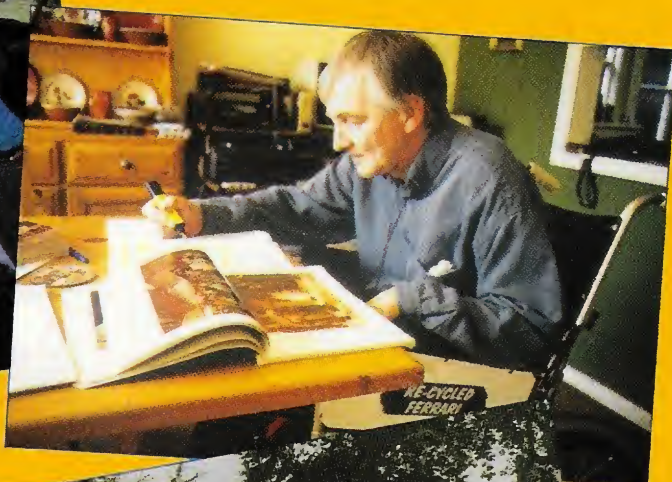
**Central Enquiry Service
The Open University
PO Box 200
Milton Keynes MK7 6YZ**

Enquiries about continuing registration in the undergraduate programme

**Undergraduate Students Office
The Open University
PO Box 72
Milton Keynes MK7 6AQ**

Detailed enquiries about credit for previous study:

**Credit Transfer Office
The Open University
PO Box 80
Milton Keynes MK7 6AS**



25 TWENTY FIVE YEARS 25

TWENTY FIVE YEARS



TWENTY FIVE YEARS

25 TWENTY FIVE YEARS 25